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ABSTRACT

Designed for use in a workshop entitled, "Organizing Information," this handbook provides a kit of materials for monitoring a Title I evaluation and for providing evaluation technical assistance. The handbook is divided into four sections. There are checklists which can be used to gather needed information to monitor programs. Facts and data for the evaluators use and distribution to school districts is included. Reference materials consist of background information on important topics. Examples of actual evaluation reports, questionnaires, and articles are illustrated. Reference materials for establishing a Title I program explain how to target schools, grade levels, and students who would be eligible for the program. An interpretation guide for evaluation results is also included in the materials. (DWH)

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PROGRAM EVALUATION

A Handbook of Monitoring and Technical Assistance Aids

Presented by

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at

Allerton House
Monticello, IL

July 16, 17, 1981

TM 820 019

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ACKNOWLEDGEMENTS

This handbook was prepared for the use of state Title I staff in Illinois. Many of these staff helped to shape the contents by responding to questionnaires and by providing examples to include. Thanks to all who contributed.

Staff of several technical assistance centers also provided ideas and examples. We thank the directors and staff of Region II, Region III, and Region VII TACs for examples; of Regions VIII, IX, and X for the Interpretation Guide; and Region I for ideas we incorporated into the Reference sheet on local evaluation reports.

The handbook was produced by the Region V Technical Assistance Center. Special thanks go to the graphics center for assistance in design and formatting.

Rose Maye
Title I Evaluator
Illinois State Board of Education

Nan Simpson
Illinois State Coordinator
Region V Technical Assistance Center

About the meeting . . .

The theme of the meeting is "Organizing Information." We will return often to the theme, as we consider ways of collecting, analyzing, and using evaluation data. You have helped to shape the agenda by contributing ideas and materials. You will contribute to the success of the meeting by sharing your experience and insights with all of us.

About the handbook . . .

This is your kit of materials for monitoring Title I evaluation, and for providing evaluation technical assistance. Included are several useful transparencies, complete with instructions on how to use them.

The handbook organizes information in two ways. Each section contains a variety of materials on related topics. The sections correspond to our meeting agenda. All materials are color coded:

WHITE	CHECKLISTS	You can use to gather the information you need to monitor programs and provide technical assistance
BLUE	FACTS AND DATA	for your own use, and to distribute to districts who request them
YELLOW	REFERENCE	material, background information on important topics
GREEN	EXAMPLES	of actual evaluation reports, questionnaires and articles

FIGURING NCE GAINS

a score conversion digest

REFERENCE

What you do	Why you do it
(1) Convert each pretest raw score to an expanded standard score, using the tables in the booklet corresponding to the test level students took. Now convert each posttest raw score to an expanded standard score, again using tables in booklet for the test level students took. Note that if pretest and posttest were different test levels, you will need two booklets to complete this step. Cross out all scores of any student for which you do not have both a pretest and a posttest score. Find the average pretest standard score. Find the average posttest standard score.	(1) A raw score is the number of items correct. Raw scores are not suitable for averaging, so must be converted to standard scores, which can be added and averaged. Standard scores are a uniform way of expressing student performance on a given subtest. Most tests base percentile tables on standard scores, so it is necessary to obtain standard scores as the first step of finding percentiles and NCEs. The average pretest standard score expresses the group performance at pretest time in standard score units. Similarly, the average posttest standard score expresses group performance at posttest time.
(2) Convert the pretest average standard score to a percentile, using the booklet for the level recommended by the publisher for this grade and time of year. Be sure you use the right table! The norms table will specify the grade and time of year, and will include a separate column for each subtest.	(2) Percentiles can be converted directly to NCEs, so are a necessary step in the conversion process. For local reporting, you may find percentiles more useful than NCEs, as they give group (or individual) rank at a particular time of year. The percentile you obtain for both pretest and posttest compares the average performance of this group to the performance of the norming group who took the test at the same time of year.
(3) Using the tables supplied on the state evaluation form, convert the pretest percentile to an NCE. Convert the posttest percentile to an NCE. Subtract pretest NCE from posttest NCE to obtain gain.	(3) Since percentiles must not be averaged, they must be converted to NCEs to find average gains. NCEs are similar to percentiles except they are equal interval, and so may be averaged together over many classes, projects or districts. The gain you obtain for each group should be considered with other data as you evaluate your Title I project.

TEST IDIOSYNCRACIES:

SAT 73
does not have standard score-percentile tables. For this test, convert the average standard score to an "equivalent" raw score, using tables from step 1 above. Convert the equivalent raw score to a percentile score using raw score-percentile tables.

ITBS 71
uses a grade equivalent in place of an expanded scale score. Convert each raw score to a GE. Convert each GE to an NCE (fall and spring tables are available). Average NCEs for pretest and posttest.

SDRT/MT Do not use these tests out of level. Do not change levels from pretest to posttest. Be sure to obtain the supplementary booklet containing spring norms, as the regular manual contains fall norms only.

ILLINOIS STATE BOARD OF EDUCATION
Department of Planning, Research and Evaluation
Program Evaluation and Assessment Section
100 North First Street
Springfield, Illinois 62777

TITLE I TEST SCORES REPORT

(Regular Term Only)

County-District Code
0 5 7 0 1 5 0

Project Number	Grade Level	Page Number
	0 2	0 0

SECTION A – TEST INFORMATION

1. PROJECT NAME
Individualized Developmental Program in Reading and Mathematics

2. PRETEST DATE Month Day: 0 9 1 0

3. POST TEST DATE Month Day: 0 5 1 5

4. SCORING METHOD
☐ Machine Scored ☐ Hand Scored ☐ Both

5. TEST NAME
Stanford Diagnostic 1976

6. YEAR
1979-80

7. SUBTEST
Red Level

8. NAME AND POSITION OF PERSON/NAME OF COMMERCIAL SCORING SERVICE WHICH COMPUTED NCE GAIN

	PRETEST	POST TEST
9. Test Form Administered	Form B	Form B
10. Test Level(s) Administered	Red	Red
11. Norms Table Page(s)	p.87	p.87

ISBE Use Only		TEST	SUBTEST	FORM	LEVEL
	PRE				
	POST				

SECTION B – STUDENT TEST SCORES

1. Enter the number of students listed below who are enrolled in private schools

2. Report scores only for students with both pretest and post test results.	STUDENT ID NUMBERS	PRETEST SCORES RAW SCORES	PRETEST SCORES STANDARD SCORES	POST TEST SCORES RAW SCORES	POST TEST SCORES STANDARD SCORES
01	1	36	273	76	334
02	2	41	284	79	340
03	3	37	276	82	349
04	4	31	255	74	331
05	5	46	294	82	349
06	6	39	280	83	333
07					
08					
09					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

☐ Check if more student scores are reported on back side.

SECTION C – NCE COMPUTATION

1. Number of students in Section B with both pre and post test scores N= 6

	PRETEST	POST TEST
2. Sum of the Standard Scores recorded in Section B	1662	2056
3. Standard Score Mean (item 2 divided by item 1 to one decimal place)	277.0	342.6

Complete Step 4 only if standard score to percentile tables are not provided with your test.

4a. Norms Table Test Level(s)		
b. On-Level Equivalent Mean Raw Scores	.	.
5a. Norms Table Test Level(s)	Red	Red
b. On-Level Percentile Rank Socres	22.0	65.0
6. Mean NCEs	34.0	58.0

7. NCE Gain = Post Test NCE – Pretest NCE (If the Post Test NCE is greater than or equal to the Pretest NCE, enter a plus sign (+) in the box. Otherwise, enter a minus sign (–) in the box and put the total NCE in the space provided.) [+] 24.0

SECTION B – STUDENT TEST SCORES (Continued)

2. Report scores only for students with both pretest and post test results.	PRETEST SCORES		POST TEST SCORES		2. Report scores only for students with both pretest and post test results.	PRETEST SCORES		POST TEST SCORES	
STUDENT ID NUMBERS	RAW SCORES	STANDARD SCORES	RAW SCORES	STANDARD SCORES	STUDENT ID NUMBERS	RAW SCORES	STANDARD SCORES	RAW SCORES	STANDARD SCORES
26					63				
27					64				
28					65				
29					66				
30					67				
31					68				
32					69				
33					70				
34					71				
35					72				
36					73				
37					74				
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52					89				
53					90				
54					91				
55					92				
56					93				
57					94				
58					95				
59					96				
60					97				
61					98				
62					99				

PRELIMINARY CHECK OF MODEL A1 TEST SCORE REPORT
(ISBE 20-52)

	Okay	?
TOP, RIGHT CORNER OF FORM Make sure all boxes are filled in. The "Project Number" is a two-digit district-assigned code which identifies each project operated in the district.	☐	☐
SECTION A: TEST INFORMATION Scan quickly to be sure all blanks are completed. Pay special attention to the following items in Section A, and check whether each appears "okay" or "?".	☐	☐
Item No.		
1 A "project" includes only one subject area.	☐	☐
5 Test name should be completely spelled out.	☐	☐
6 "Year" refers to date of test publication (not current school year).	☐	☐
7 Subtest means the particular subject reported on this form. See glossary for a definition of subtest.	☐	☐
9, 10, 11 Must be filled out for pretest and posttest, as it is possible to administer different levels for pre and posttests.	☐	☐
SECTION B: STUDENT TEST SCORES		
1 Make sure a number is recorded for private school students.	☐	☐
2 Verify that each pretest raw score is converted to a standard score. Do the same for posttest raw scores. (The only exception is for Iowa Test of Basic Skills, which has GE instead of standard scores).	☐	☐
Check to see there are no "missing values." For each pretest score there must be a posttest score and vice versa.	☐	☐
SECTION C: NCE COMPUTATION Verifying this section requires norms tables. As a preliminary check, look at Items 1, 5b, and 7:		
1 Make sure the N reported corresponds to the number of students pre and posttested from Section B.	☐	☐
5b Is the difference between pretest %ile and posttest %ile more than 15 percentile points? If so, check the question column.	☐	☐
7 A gain of less than 0, or more than 15 should be questioned. It may indicate problems with Model A1 procedures.	☐	☐

Repeat this preliminary check for a total of five Test Score Reports. (Place your checkmarks alongside each other). Share a copy of the checklist with the Title I evaluator, and spend a few minutes going over any checks in the "?" column.

5

EVALUATION CHECKLIST

If you want to run a quick check on your evaluation planning and procedures, this checklist may be useful.

	YES	NO
Test Selection		
1. Have you selected tests (or subtests) which match your Title I curriculum content?	_____	_____
2. Do the tests you have selected have both Fall and Spring norms?	_____	_____
3. Have you checked to see if any groups of your Title I students should be tested with out-of-level tests?	_____	_____
Test Administration		
1. Are you satisfied that those who are to administer the tests understand the importance of following testing instructions exactly?	_____	_____
2. Have you planned and adhered to make-up procedures for participants who may be absent on regular testing day(s)?	_____	_____
Test Scoring		
1. Are you satisfied that scoring (if done manually) is being done correctly and accurately?	_____	_____
2. Are you converting all scores to NCE form for reporting to the State Department of Education?	_____	_____
3. Is scoring, converting, and recording work being checked to detect systematic errors?	_____	_____
Other Special Considerations		
1. Is participant selection based on criteria other than pre-test scores?	_____	_____
2. Are both pre-testing and post-testing being done at test publisher's norming times?	_____	_____
3. Is the same form of the same test (or subtest) being used for both pre-test and post-test?	_____	_____

If you can answer "yes" to all of these items, you can be confident that your evaluation efforts will produce an accurate assessment of the academic impact of your Title I project.

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Program Evaluation and Assessment Section
100 North First Street
Springfield, Illinois 62777

TITLE I TEST SCORES REPORT

(Regular Term Only)

County-District Code
0 5 7 0 1 5 0

Project Number	Grade Level	Page Number
0 1	0 2	0 0 1

SECTION A – TEST INFORMATION

1. PROJECT NAME
Individualized Developmental Program in Reading

2. PRETEST DATE Month Day: 0 9 1 0

3. POST TEST DATE Month Day: 0 5 1 5

5. TEST NAME
Stanford Diagnostic Reading Test

6. YEAR
1976

4. SCORING METHOD
☐ Machine Scored ☒ Hand Scored ☐ Both

7. SUBTEST
Total Reading

8. NAME AND POSITION OF PERSON/NAME OF COMMERCIAL SCORING SERVICE WHICH COMPUTED NCE GAIN
Title I Teacher

	PRETEST	POST TEST
9. Test Form Administered	Form B	Form B
10. Test Level(s) Administered	Red	Red
11. Norms Table Page(s)	p.87	p.87

ISBE Use Only		TEST	SUBTEST	FORM	LEVEL
	PRE				
	POST				

SECTION B – STUDENT TEST SCORES

1. Enter the number of students listed below who are enrolled in private schools 0

2. Report scores only for students with both pretest and post test results. STUDENT ID NUMBERS	PRETEST SCORES RAW SCORES	PRETEST SCORES STANDARD SCORES	POST TEST SCORES RAW SCORES	POST TEST SCORES STANDARD SCORES
01 1	36	273	76	334
02 2	41	284	79	340
03 3	37	276	82	349
04 4	31	255	74	331
05 5	46	294	82	349
06 6	39	280	83	353
07				
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25				

☐ Check if more student scores are reported on back side.

SECTION C – NCE COMPUTATION

1. Number of students in Section B with both pre and post test scores N= 6

	PRETEST	POST TEST
2. Sum of the Standard Scores recorded in Section B	1662	2056
3. Standard Score Mean (item 2 divided by item 1 to one decimal place)	277.0	342.6

Complete Step 4 only if standard score to percentile tables are not provided with your test.

4a. Norms Table Test Level(s)		
b. On-Level Equivalent Mean Raw Scores	.	.
5a. Norms Table Test Level(s)	P.89 Red	P.23 - Red Supplemental
b. On-Level Percentile Rank Socres	22.0	34.0
6. Mean NCEs	34.0	41.0

7. NCE Gain = Post Test NCE – Pretest NCE (If the Post Test NCE is greater than or equal to the Pretest NCE, enter a plus sign (+) in the box. Otherwise, enter a minus sign (–) in the box and put the total NCE in the space provided.) [+] 7.0

SECTION B – STUDENT TEST SCORES (Continued)

2. Report scores only for students with both pretest and post test results.	PRETEST SCORES		POST TEST SCORES		2. Report scores only for students with both pretest and post test results.	PRETEST SCORES		POST TEST SCORES	
STUDENT ID NUMBERS	RAW SCORES	STANDARD SCORES	RAW SCORES	STANDARD SCORES	STUDENT ID NUMBERS	RAW SCORES	STANDARD SCORES	RAW SCORES	STANDARD SCORES
26					63				
27					64				
28					65				
29					66				
30					67				
31					68				
32					69				
33					70				
34					71				
35					72				
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62					99				

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TITLE I EVALUATION REPORT
(Regular Term Only)

INSTRUCTIONS: The submission deadline for this form is detailed in the current Forms Calendar. Com above address. Questions may be referred to the Program Evaluation and Assessment Section at 217/782-4823.

SECTION I – GENERAL INFORMATION

LEGAL NAME OF DISTRICT	COUNTY
XYZ School District	Plains

DISTRICT ADDRESS (Street, City, Zip Code)
800 South Main Street XYZ, Illinois 62777

NAME OF TITLE I DIRECTOR	PHONE (Include Area Code)

PERSON RESPONSIBLE FOR TITLE I EVALUATION (If different from Director)	PHONE (Include Area Code)

SECTION II – STUDENT PARTICIPATION INFORMATION

A. STUDENT PARTICIPATION BY PROJECT AREA: Record the total number of students who participated in the listed categories. Public students are those Title I students enrolled in public schools; nonpublic students are those Title I students enrolled in private or parochial schools; local N/D students are those Title I students residing in institutions for the care of neglected and/or delinquent children. If a student receives services in more than one project area, include the student in the count for each applicable area.

PROJECT AREA	PUBLIC STUDENTS	NONPUBLIC STUDENTS	LOCAL N/D
1. Reading	30	5	
2. Other Language Arts (excluding reading)	30	5	
3. Mathematics	30	5	
4. Other Academic (specify)			
5. Vocational			
6. English (for limited English background)			
7. Special for Handicapped			
8. Supportive Services a. Attendance, Social Work, Guidance, Psychology			
b. Health/Nutrition			
c. Pupil Transportation			
d. Other (specify)			

B. STUDENT PARTICIPATION BY GRADE: Record an unduplicated count of students enrolled in Title I projects by grade level. Leave blank any grade levels which are not served by Title I projects.

	GRADE LEVEL														TOTAL
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
PUBLIC						10	10	9							30
NON-PUBLIC							3	2							5
Indicate the number in local institutions for the neglected or delinquent															35

C. STUDENT PARTICIPATION BY ETHNIC GROUP: Record the total number of students enrolled in Title I projects by ethnic group.

ETHNIC GROUP	TOTAL
American Indian or Alaskan Native	
Asian or Pacific Islander	
Black, not of Hispanic Origin	10
Hispanic	10
White, not of Hispanic Origin	

D. Indicate the total number of public school attendance areas with students who were eligible to receive Title I services during the regular term. 1

E. Indicate the total number of public school attendance areas with students who actually received Title I services. 1

SECTION III – PARENT PARTICIPATION INFORMATION

A. RECORD THE TOTAL NUMBER OF ELECTED MEMBERS OF AN ADVISORY COUNCIL WHO:

1. Were parents of Title I public school students ..... Yes
2. Were parents of Title I nonpublic school students ..... Yes
3. Received training (not necessarily Title I funded training) related to advisory council activities ..... No

B. [X] Yes [ ] No DID YOUR AGENCY PROVIDE TITLE I FUNDS FOR PARENT ADVISORY COUNCIL ACTIVITIES?

C. RECORD THE NUMBER OF PARENTS OF TITLE I STUDENTS WHO WERE INVOLVED IN THE FOLLOWING TITLE I ACTIVITIES:

TITLE I ACTIVITY	NO. OF TITLE I PARENTS
1. Participated in project planning, implementation, and/or evaluation	18
2. Worked as volunteers in the Title I classroom	18
3. Worked as volunteers outside the Title I classroom (e.g., chaperoned activities, provided transportation, etc.)	18

D. RECORD THE NUMBER OF PARENTS OF NON-TITLE I STUDENTS WHO WERE INVOLVED IN ANY OF THE TITLE I ACTIVITIES IN C ABOVE 3

E. RECORD THE AVERAGE NUMBER OF INDIVIDUALS WHO ATTENDED SCHOOL ADVISORY COUNCIL MEETINGS. (Include parents of non-Title I students, parents of Title I students, community members, school staff, etc.) 25

SECTION IV – TITLE I STAFF AND TRAINING INFORMATION - REGULAR SCHOOL TERM

A. RECORD THE TOTAL FULL-TIME EQUIVALENTS OF STAFF EMPLOYED IN TITLE I PROJECTS DURING THE REGULAR SCHOOL TERM BY JOB CLASSIFICATION.

JOB CLASSIFICATION	FULL-TIME EQUIVALENT
Administrative Staff	.50
Teachers	2.00
Teacher Aides	2.00
Curriculum Specialists	
Staff Providing Supporting Services	
Clerical Staff	
Other (List)	

B. RECORD THE TOTAL NUMBER OF TITLE I AND NON-TITLE I STAFF BY JOB CLASSIFICATION WHO RECEIVED TITLE I FUNDED TRAINING ANY TIME BETWEEN JULY 1 AND JUNE 30 OF THE PROJECT YEAR.

JOB CLASSIFICATIONS	TITLE I STAFF	NON-TITLE I STAFF
Administrative Staff	.50	0
Teachers	2.00	0
Teacher Aides	2.00	0
Curriculum Specialists		
Others		

SIGNATURES AND VERIFICATION

I hereby certify that to the best of my knowledge the information provided in this report is true, complete and accurate.

Date *Signature of Title I Director*

Date *Signature of District Superintendent*

ILLINOIS STATE BOARD OF EDUCATION
Department of Planning, Research and Evaluation
Program Evaluation and Assessment Section
100 North First Street
Springfield, Illinois 62777

TITLE I EVALUATION REPORT
(Regular Term Only)

...ne for this form is detailed in the current Forms Calendar. Complete and submit one copy of this form to the ...tions may be referred to the Program Evaluation and Assessment Section at 217/782-4823.

SECTION I – GENERAL INFORMATION

LEGAL NAME OF DISTRICT	COUNTY
XYZ School District	Plains
DISTRICT ADDRESS (Street, City, Zip Code)	
800 South Main Street XYZ, Illinois 62777	
NAME OF TITLE I DIRECTOR	**PHONE (Include Area Code)**
J. W. Director	217/195-5610
PERSON RESPONSIBLE FOR TITLE I EVALUATION (If different from Director)	**PHONE (Include Area Code)**
M. J. Evaluator	217/195-5610

SECTION II – STUDENT PARTICIPATION INFORMATION

A. STUDENT PARTICIPATION BY PROJECT AREA: Record the total number of students who participated in the listed categories. Public students are those Title I students enrolled in public schools; nonpublic students are those Title I students enrolled in private or parochial schools; local N/D students are those Title I students residing in institutions for the care of neglected and/or delinquent children. If a student receives services in more than one project area, include the student in the count for each applicable area.

PROJECT AREA	PUBLIC STUDENTS	NONPUBLIC STUDENTS	LOCAL N/D
1. Reading	30	5	0
2. Other Language Arts (excluding reading)	30	5	0
3. Mathematics	30	5	0
4. Other Academic (specify)			
5. Vocational			
6. English (for limited English background)			
7. Special for Handicapped			
8. Supportive Services a. Attendance, Social Work, Guidance, Psychology			
b. Health/Nutrition			
c. Pupil Transportation			
d. Other (specify)			

B. STUDENT PARTICIPATION BY GRADE: Record an unduplicated count of students enrolled in Title I projects by grade level. Leave blank any grade levels which are not served by Title I projects.

	GRADE LEVEL													TOTAL
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
PUBLIC						10	10	10							30
NON-PUBLIC							3	2							5

Indicate the number in local institutions for the neglected or delinquent 0

C. STUDENT PARTICIPATION BY ETHNIC GROUP: Record the total number of students enrolled in Title I projects by ethnic group.

ETHNIC GROUP	TOTAL
American Indian or Alaskan Native	
Asian or Pacific Islander	
Black, not of Hispanic Origin	10
Hispanic	10
White, not of Hispanic Origin	15

D. Indicate the total number of public school attendance areas with students who were eligible to receive Title I services during the regular term. 1

E. Indicate the total number of public school attendance areas with students who actually received Title I services. 1

SECTION III – PARENT PARTICIPATION INFORMATION

A. RECORD THE TOTAL NUMBER OF ELECTED MEMBERS OF AN ADVISORY COUNCIL WHO:

1. Were parents of Title I public school students 15
2. Were parents of Title I nonpublic school students 3
3. Received training (not necessarily Title I funded training) related to advisory council activities 18

B. [X] Yes [ ] No DID YOUR AGENCY PROVIDE TITLE I FUNDS FOR PARENT ADVISORY COUNCIL ACTIVITIES?

C. RECORD THE NUMBER OF PARENTS OF TITLE I STUDENTS WHO WERE INVOLVED IN THE FOLLOWING TITLE I ACTIVITIES:

TITLE I ACTIVITY	NO. OF TITLE I PARENTS
1. Participated in project planning, implementation, and/or evaluation	18
2. Worked as volunteers in the Title I classroom	18
3. Worked as volunteers outside the Title I classroom (e.g., chaperoned activities, provided transportation, etc.)	18

D. RECORD THE NUMBER OF PARENTS OF NON-TITLE I STUDENTS WHO WERE INVOLVED IN ANY OF THE TITLE I ACTIVITIES IN C ABOVE 3

E. RECORD THE AVERAGE NUMBER OF INDIVIDUALS WHO ATTENDED SCHOOL ADVISORY COUNCIL MEETINGS. (Include parents of non-Title I students, parents of Title I students, community members, school staff, etc.) 25

SECTION IV — TITLE I STAFF AND TRAINING INFORMATION - REGULAR SCHOOL TERM

A. RECORD THE TOTAL FULL-TIME EQUIVALENTS OF STAFF EMPLOYED IN TITLE I PROJECTS DURING THE REGULAR SCHOOL TERM BY JOB CLASSIFICATION.

JOB CLASSIFICATION	FULL-TIME EQUIVALENT
Administrative Staff	.50
Teachers	2.00
Teacher Aides	2.00
Curriculum Specialists	
Staff Providing Supporting Services	
Clerical Staff	
Other (List)	

B. RECORD THE TOTAL NUMBER OF TITLE I AND NON-TITLE I STAFF BY JOB CLASSIFICATION WHO RECEIVED TITLE I - FUNDED TRAINING ANY TIME BETWEEN JULY 1 AND JUNE 30 OF THE PROJECT YEAR.

JOB CLASSIFICATIONS	TITLE I STAFF	NON-TITLE I STAFF
Administrative Staff	1	0
Teachers	3	0
Teacher Aides	3	0
Curriculum Specialists		
Others		

SIGNATURES AND VERIFICATION

I hereby certify that to the best of my knowledge the information provided in this report is true, complete and accurate.

6/30/81 — Date — J. Jr. Director — Signature of Title I Director

6-30-81 — Date — S. A. Superintendent — Signature of District Superintendent

12

ILLINOIS STATE BOARD OF EDUCATION
Department of Planning, Research and Evaluation
Program Evaluation and Assessment Section
100 North First Street
Springfield, Illinois 62777

TITLE I PROJECT SUMMARY
(Regular Term Only)

INSTRUCTIONS: The submission deadline for this form is detailed in the current Forms Calendar. Complete one copy of this form for each Title I project in the areas of reading, language arts, and math in grades 2-12 in your district. Attach all "Title I Test Score Reports" (ISBE 20-52) pertaining to this project. Submit the entire package to the above address. Questions may be referred to the Program Evaluation and Assessment Section at 217/782-4823.

DEFINITION OF TITLE I PROJECT: A uniform set of methods, materials, personnel and activities which define an instructional treatment. A project may span several grade levels or operate in more than one building as long as it consists of essentially the same activities and instructional materials and is directed at the same learning objectives for all the students it serves.

1. SEVEN-DIGIT COUNTY-DISTRICT CODE: 1 4 0 0 1 0 0

2. NUMBER OF TEST SCORE REPORT PAGES FOR TOTAL PROJECT:

3. TWO-DIGIT PROJECT NUMBER: R65 2 5 20

4. PROJECT NAME:

5. PROJECT SUBJECT AREA (Check one)

- [x] Reading
- [x] Language Arts
- [x] Math

6. PROJECT MEMBERSHIP AS OF OCTOBER 1, 1980

GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
		10	10	10						

Answer Questions 7 through 11 for Grades 2, 6 and 10 Only

	GRADE 2	GRADE 6	GRADE 10
7. PROJECT SETTING Check applicable boxes. If "other" is checked, enter the primary project setting in the space provided.	[ ] Regular classroom [ ] Pull-out [ ] Laboratory [ ] Other (specify below)	[ ] Regular classroom [ ] Pull-out [ ] Laboratory [x] Other (specify below)	[ ] Regular classroom [ ] Pull-out [ ] Laboratory [ ] Other (specify below)
8. AVERAGE NUMBER OF HOURS PER WEEK OF INSTRUCTION		40	
9. AVERAGE NUMBER OF WEEKS OF INSTRUCTION		34	
10. STUDENT TO STAFF RATIO	Student : Staff	4.5 : 1.0 (Student : Staff)	Student : Staff
11. WERE ANY STUDENTS TESTED OUT-OF-LEVEL?	[ ] Yes [ ] No	[ ] Yes [x] No	[ ] Yes [ ] No

ILLINOIS STATE BOARD OF EDUCATION
Department of Planning, Research and Evaluation
Program Evaluation and Assessment Section
100 North First Street
Springfield, Illinois 62777

TITLE I PROJECT SUMMARY
(Regular Term Only)

IN[illegible]: The submission deadline for this form is detailed in the current Forms Calendar. Complete one copy of this form for [illegible] I project in the areas of reading, language arts, and math in grades 2-12 in your district. Attach all "Title I Test Score Reports" (ISBE 20-52) pertaining to this project. Submit the entire package to the above address. Questions may be referred to the Program Evaluation and Assessment Section at 217/782-4823.

DEFINITION OF TITLE I PROJECT: A uniform set of methods, materials, personnel and activities which define an instructional treatment. A project may span several grade levels or operate in more than one building as long as it consists of essentially the same activities and instructional materials and is directed at the same learning objectives for all the students it serves.

1. SEVEN-DIGIT COUNTY-DISTRICT CODE	2. NUMBER OF TEST SCORE REPORT PAGES FOR TOTAL PROJECT
0 0 1 0 0 0 1	5

3. TWO-DIGIT PROJECT NUMBER	4. PROJECT NAME
0 1	Title I Reading

5. PROJECT SUBJECT AREA (Check one)

- [x] Reading
- [ ] Language Arts
- [ ] Math

6. PROJECT MEMBERSHIP AS OF OCTOBER 1, 1980

GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
		10	10	10						

Answer Questions 7 through 11 for Grades 2, 6 and 10 Only

	GRADE 2	GRADE 6	GRADE 10
7. PROJECT SETTING Check applicable boxes. If "other" is checked, enter the primary project setting in the space provided.	[ ] Regular classroom [ ] Pull-out [ ] Laboratory [ ] Other (specify below)	[x] Regular classroom [ ] Pull-out [ ] Laboratory [ ] Other (specify below)	[ ] Regular classroom [ ] Pull-out [ ] Laboratory [ ] Other (specify below)
8. AVERAGE NUMBER OF HOURS PER WEEK OF INSTRUCTION		3	
9. AVERAGE NUMBER OF WEEKS OF INSTRUCTION		34	
10. STUDENT TO STAFF RATIO	Student : Staff	5 Student : 1 Staff	Student : Staff
11. WERE ANY STUDENTS TESTED OUT-OF-LEVEL?	[ ] Yes [ ] No	[x] Yes [ ] No	[ ] Yes [ ] No

ILLINOIS STATE BOARD OF EDUCATION
Department of Planning, Research and Evaluation
Program Evaluation and Assessment Section
100 North First Street
Springfield, Illinois 62777

TITLE I EVALUATION REPORT
(Summer Term Only)

INSTRUCTIONS: Complete and submit one copy of this form to the above address by September 15, 19
Evaluation and Assessment Section at 217/782-4823.

SECTION I – GENERAL INFORMATION

LEGAL NAME OF DISTRICT	COUNTY
XYZ School District	Plains

DISTRICT ADDRESS (Street, City, Zip Code)
800 South Main Street

NAME OF TITLE I DIRECTOR	PHONE (Include Area Code)

PERSON RESPONSIBLE FOR TITLE I EVALUATION (If different from Director)	PHONE (Include Area Code)

SECTION II – STUDENT PARTICIPATION INFORMATION

A. STUDENT PARTICIPATION BY PROJECT AREA: Record the total number of students who participated in the listed categories. Public students are those Title I students enrolled in public schools; nonpublic students are those Title I students enrolled in private or parochial schools; local N/D students are those Title I students residing in institutions for the care of neglected and/or delinquent children. If a student receives services in more than one project area, include the student in the count for each applicable area.

PROJECT AREA	PUBLIC STUDENTS	NONPUBLIC STUDENTS	LOCAL N/D
1. Reading	30	5	
2. Other Language Arts (excluding reading)	30	5	
3. Mathematics	30	5	
4. Other Academic (specify)			
5. Vocational			
6. English (for limited English background)			
7. Special for Handicapped			
8. Supportive Services a. Attendance, Social Work, Guidance, Psychology			
b. Health/Nutrition			
c. Pupil Transportation			
d. Other (specify)			

B. STUDENT PARTICIPATION BY GRADE: Record an unduplicated count of students enrolled in Title I projects by grade level. Leave blank any grade levels which are not served by Title I projects.

	GRADE LEVEL														TOTAL
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
Local N/D						10	10	9							30
Public							3	2							5
Non-public															

C. STUDENT PARTICIPATION BY ETHNIC GROUP: Record the total number of students enrolled in Title I projects by ethnic group.

ETHNIC GROUP	TOTAL
American Indian or Alaskan Native	
Asian or Pacific Islander	
Black, not of Hispanic Origin	10
Hispanic	10
White, not of Hispanic Origin	

SECTION III – TITLE I STAFF AND TRAINING INFORMATION
SUMMER SCHOOL TERM

A. Record the total full-time equivalents of staff employed in Title I projects during the summer term by job classification.

JOB CLASSIFICATION	Full-Time Equivalent
Administrative Staff	1.0
Teachers	2.0
Teacher Aides	2.0
Curriculum Specialists	
Staff Providing Supporting Services	
Clerical Staff	
Other (List)	

SIGNATURES AND VERIFICATION

I hereby certify that to the best of my knowledge the information provided in this report is true, complete and accurate.

Date *Signature of Title I Director*

Date *Signature of District Superintendent*

SOME TESTING TERMS
used in Title I evaluation

REFERENCE

Test
The name of a complete test battery. Some commonly used tests are Gates McGinitie, California Achievement Test (CAT), Stanford Achievement Test (SAT), Iowa Test of Basic Skills (ITBS).

Subtest
The name of a specific component of a test for which a score may be obtained. Subtests measure subject-area objectives. Examples of subtests are Reading Comprehension, Vocabulary, Mathematics Concepts, Total Reading, Total Mathematics. Subtest names may differ slightly among different publishers' tests.

Level
The version of a test intended for students of a particular age/grade level. Levels may be denoted by colors (red, green ...), by letters (A, B ...), by numbers (Level 17, Level 18 ...), or by descriptive words (primary, elementary ...).

Form
Many publishers offer two comparable versions of their tests. The forms differ in the exact items contained, but both forms contain identical subtests and levels. Forms are indicated by letters (Form P, Form Q), or by numbers (Form 1, Form 2).

Out-of-level testing
Students tested out of level are given a test level which more closely matches their level of performance than does the "publisher-recommended" level for their age and grade. Another name for out-of-level testing is functional level testing.

Expanded Standard Score
Publishers of major tests develop this score system which links all levels of the test. Each subtest has its own expanded standard score. You can use expanded standard scores to compare student growth over several months or years in a given subject (subtest) area. For instance, you could describe student progress in Reading Comprehension or Math Computation over one or more years. Since each subtest standard score is developed independently, it is not appropriate to compare math and reading standard scores, or even "reading comprehension" and "reading total" standard scores. Since a standard score can easily be converted to a percentile corresponding to students' grade and time of year, the expanded standard score is an important requirement for out-of-level testing.

Norms
Norms are tables which enable you to compare the performance of individual students or groups of students with the performance of a large sample of students in the same grade who took the test at the same time of year. Norms are usually reported as percentiles and stanines. When using norms tables it is important to pay attention to the grade, time of year (often expressed as "beginning of year," end of year"), and subtest.

INTERPRETING NCEs: A Synopsis

Pretest, Posttest, and Gain NCEs

You work with three NCE scores: The average pretest NCE, the average posttest NCE, and the average NCE gain for one or more groups of students. Since an NCE score is similar to a percentile, you can interpret a pretest or posttest much like you would a percentile. On the reverse of this page is a comparison of NCEs and percentiles.

NCE GAINS

When you calculate the NCE gain by subtracting average pretest NCE from average posttest NCE, you have a gain score which is one indicator of the effectiveness of your Title I program. How can you interpret this gain? Here are two points to consider:

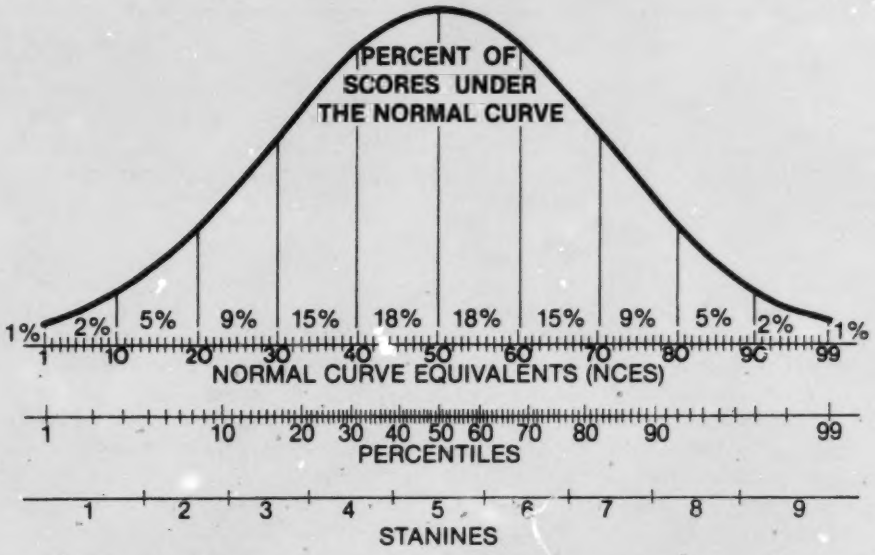
1. Group size. You can be more confident of the meaningfulness of an average gain score when it is based on many students rather than on few students. In small groups, each student's performance has a large influence on the average gain. Scores of a student who got exceptionally lucky on the posttest, or one who did much more poorly than s(he) should have, contribute just as much to the group average as scores of a student who demonstrated his true performance level. The same is true in large groups, of course, but these fluctuations in individual performance tend to cancel each other when more students are tested. In technical terms, we say the average (or mean) of a large group is more stable. The reverse of this page displays a table which shows, for different group sizes, the confidence you can have in average NCE gains. From this table, you can see the advantage of combining all students in the same grade who had similar Title I instruction, so the averages are based on as many students as possible.

2. Comparisons. A gain score, by itself, gives you little information to interpret. You will probably want to compare your project gains with some external standards. For example, you might compare your fourth grade math NCE gain with:

   - Math gains in other grades this year.
   - Last year's fourth grade math gains.
   - Statewide fourth grade math gains.
   - Nationwide fourth grade math gains.

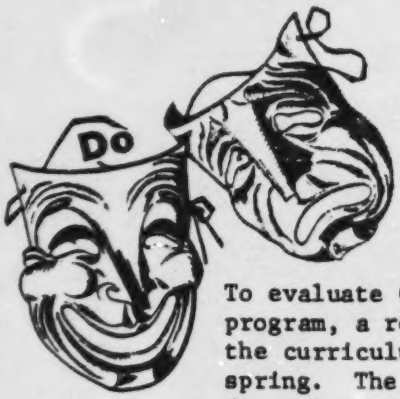
FOR MORE INFORMATION ON INTERPRETING NCE GAINS, SEE the "INTERPRETATION GUIDE" in the pocket of this handbook.

NCEs are similar to percentiles, except that NCEs consist of equal-sized unites, while percentiles are smaller in the "average" score range, and larger in the very high and very low score ranges. Here is a comparison of NCEs and percentiles for a normal distribution of student test scores.


PERCENT OF SCORES UNDER THE NORMAL CURVE
1% 2% 5% 9% 15% 18% 18% 15% 9% 5% 2% 1%
1 10 20 30 40 50 60 70 80 90 99
NORMAL CURVE EQUIVALENTS (NCES)
1 10 20 30 40 50 60 70 80 90 99
PERCENTILES
1 2 3 4 5 6 7 8 9
STANINES

Use this table to find out how much confidence to place in your NCE group gains. For example, suppose you have a group of ten students for which you calculate a mean gain of 6 NCEs. The table tells you that the true gain is probably between .7 (6-5.3 NCEs) and 11.3 (6+5.3 NCEs). Suppose your group numbers thirty students, and you again calculate a gain of 6 NCEs. In this case, the true gain probably lies between 3 (6-3.0) and 9 (6+3.0). See the booklet, "Interpretation Guide" for more details on using this table.

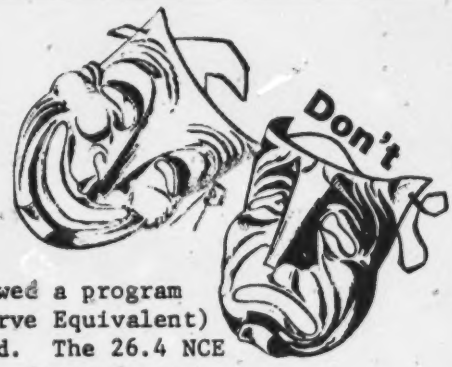
Class Size (N)	Error (NCEs)	Class Size (N)	Error (NCEs)	Class Size (N)	Error (NCEs)	Class Size (N)	Error (NCEs)
2	16.0	11	5.1	20	3.7	33-34	2.8
3	11.3	12	4.8	21	3.6	35-37	2.7
4	9.2	13	4.6	22	3.5	38-40	2.6
5	8.0	14	4.4	23	3.4	41-43	2.5
6	7.2	15	4.3	24-25	3.3	44-47	2.4
7	6.5	16	4.1	26	3.2	48-50	2.3
8	6.1	17	4.0	27-28	3.1	75	1.9
9	5.7	18	3.9	29-30	3.0	100	1.6
10	5.3	19	3.8	31-32	2.9	150	1.6
						200	1.1



To evaluate Centennial's Elementary Title I program, a reading test that seemed to match the curriculum was administered fall and spring. The following results were obtained for Wilson Elementary:

Grade	N	Pretest	Posttest	NCE Gain
3	27	34.2	36.3	2.1
4	28	30.8	31.1	.3
5	10	21.7	25.8	4.1

While there were positive gains at all grades, the gains were small.



"The district evaluation results showed a program average gain of 26.4 NCEs (Normal Curve Equivalent) which is incredible," the report said. The 26.4 NCE means students' academic achievement advanced two years and six months. The normal gain is one year.

ELEMENTS OF A GOOD EVALUATION REPORT

An evaluation report is an important document. A well written report is a powerful tool for informing and, if necessary, persuading. Good evaluation reports are written with the reader in mind. The two key elements are reader rapport and organization.

Reader Rapport

Who will read the evaluation report. Teachers? Parents? The School Board? Principals? Probably most of these, and perhaps others as well. Each person will look for answers to his/her own questions. The report should make this easy for the reader to do. Here are some ways to help the reader glide smoothly through the report.

1. Use a table of contents. Major section headings should be identified. Sections of special interest to teachers, administrators, etc., might be noted in subheadings.

2. Include charts, tables, and above all, graphs! Pictures really <u>are</u> worth a thousand words. A graph can convey more information in easy-to-digest form than any other display format. Label all graphs and charts, so that they can be read without assistance from the text.

3. Write short sentences, using fifty-cent words only when a ten-cent word will not do. Usually a ten-cent word will be better.

4. Consider how the report will look when typed. Be generous in the use of section headings and subheadings, so the reader won't feel lost. Lots of "white space" helps, too.

5. Pay special attention to the introductory and concluding sections. These form the reader's first and last impressions of the evaluation. You want to shape those impressions.

Organization

There is no single best way to organize any report. Here is one way, which you might find useful to stimulate your own thinking.

1. <u>Program Goals</u>. A clear statement of the goals of the program will set the stage for the details which will follow. A description of how the goals were developed may be helpful.

2. <u>Program objectives and activities</u>. What specific objectives were associated with each of the broad goals? What activities were carried out to meet these objectives? Remember that activities may include such things as staff training, and schedule planning as well as actual contact with students.

3. <u>Evaluation Design</u>. What questions need to be answered? What information should be gathered to answer these questions, and how is the information to be analyzed?

4. <u>Results</u>. The findings should be concisely described. Tables and graphs are a big help here.

5. <u>Conclusions and Recommendations</u>. The evaluation report culminates in these. Many people (unfortunately) read only conclusions. This is the place to present a synopsis of program effectiveness, <u>linked</u> to the information supporting those conclusions. Recommendations should flow from conclusions.

REFERENCE

E.S.E.A. TITLE I READING PROGRAM EVALUATION 1979-80

Twenty-four students completed the 1979-80 E.S.E.A. Title I Reading Program having been pre-tested during October 1979 and post-tested in May 1980 with appropriate forms of Gates-MacGinitie Reading Tests, (1978 edition). Two participating students moved away from our school district during the year and four others were transferred out of Title I classes because of significant improvement in their reading ability during the early part of the academic year. Eight students from grade 1 also received reading instruction during the latter part of the academic year. Test scores of these students could not be included in the test score report because of A-1 regulations but spring achievement scores may be incorporated as part of a longitudinal evaluation survey.

Average daily attendance was approximately thirty-six students, each receiving thirty minutes of reading instruction in the Title I classroom in addition to their regular classroom reading instruction. At the special request of a grade 3 teacher who had most of the low reading ability students from grade 3, an extended effort was made to accommodate the lowest reading ability group for a longer (1 hour) period of time during most of the academic year. There is indication that this has been very effective in view of the improvement of on-level percentile rank scores obtained by this group.

Considering over-all program effectiveness the Normal Curve Equivalent (mean, N.C.E.) gains were:

+.13 for grade 4 students
+ 10 for grade 3 students
+ 13 for grade 2 students

This is a respectable gain in all areas from last year and undoubtedly the near ideal conditions of being in the same building in a sound-proof room contributed a great deal to this improvement. Communication between the Title I teacher and regular classroom teachers was also better served by this arrangement and an exchange of diagnostic information particularly with teachers new in our district was carried out in accord with suggestions from the previous years evaluation report.

Recommendations for Future Title I Reading Programs

Continue to project proposed program effectiveness by expressing objectives in grade level gain and maintain the grade level standards which determine needs of students as in the 1979-80 program proposal.

Compute test results after October tests are given and complete the Fall, Spring, Fall, Longitudinal evaluation of long term gains of student reading ability. Since a system of permanent coding of student identification is now in effect, future longitudinal evaluation could best be effected by Spring, Spring, Spring score result comparisons. This should really be done on an annyal basis rather than attempt to follow Model A-1 guideline requirements of every three years.

END OF YEAR NARRATIVE
TITLE I PROJECT

Our Title I programs of remedial reading and developmental kindergarten have come of a successful conclusion this year.

Our remedial reading students in grades 1 - 4 engaged in a number of success oriented activities during the year. The program was able to dismiss two students during the year and work with five first grade students. The teacher felt much was actually accomplished during the year, even though the test results were not indicative of it. She feels the post-testing comes too late and the children didn't really try (as their scores were lower in spring than fall). For this reason we are going to move our testing up two weeks and hope to get a better indicator.

Our developmental kindergarten contained a full complement of students in the class of ten. Next year six will be going on to regular first grade and four others will go on to regular kindergarten. The program goals were not completely met, possibly due to behavioral problems experienced with two of the students, but both the teacher and I feel that great gains were made.

Our parent advisory council met three times this year. It was my goal that parents involved with the PAC should know as much as possible about the workings of both our programs. They also became involved in seeing what types of information are required to apply for the federal funds.

My biggest disappointment came in the area of PAC. Not many parents became involved, even though I believe those that did gained some insight into the program's working.

Most of our Title I parents and others in the school and community took part in the needs assessment for next year.

Our remedial reading teacher took part in two workshops put on locally by the Illinois State Board of Education Program Services Team. She believed much was gained by her attendance at these meetings. As director, I attended a session in Rock Island area that was mostly concerned with the fiscal part of Title I and another on completion of the application put on by the PST.

Three of our teachers reviewed the application with me this year and gained some insight into the program preparation. Other staff members were involved as they worked with the Title I staff.

In conclusion, I think our programs had a good year. I feel many people became involved and more familiar with the workings of Title I. With this as my first year as director, I look for better things to come from Title I, if the funds don't disappear too quickly.

Tenth grade reading scores reported

SOMEWHERE, U.S.A. — Test scores released today showed that there were far fewer 10th grade students in the above-average range and far more 10th grade students in the below-average range than would be normal. That comparison is based on a national scale, including children from suburban, private, and urban school districts.

The All Inclusive Test of Proficiency is given every year to tenth grade students. The test measures student progress in reading, language, arithmetic, and study skills. The results of the test are provided to the school board each year by the superintendent in a written report.

The results of the December test showed 5.6% of the 10th graders were in the above-average range, where normally 23% of the children should have been. About 51.3% were in the average range, where there should normally be 54%. About 43% were in the below-average range, where it would be normal to have 23%.

Half of County Flunks Test

ANYWHERE, ID. Test scores released today showed that 50% of county students scored below the national average on tests of basic skills. In some schools the percentages were even higher. In one school, 60% of the students failed.

The Idaho Basic Skills Test is given each spring to students in grades 3, 6, and 9. The test measures students' progress in vocabulary, reading comprehension, spelling, math concepts, math computation, social studies, and science. Scores are reported to the school board in grade equivalents and in percentiles.

At the end of the sixth grade, for example, students are expected to get a grade equivalent score of 6.8, or sixth grade, eighth month. Countywide, only half of all sixth graders met that standard.

The figure below shows that schools in the suburbs fared better than inner city schools. In Parkwood, for example, the average sixth grader got a grade equivalent score of 7.2 or seventh grade, second month. Meadowbrook sixth graders, on the other hand, scored 6.4, nearly a full year behind Parkwood students.

COUNTY-WIDE TEST RESULTS
Spring 1980 Grade 6

School	Average Grade Equivalent	Average Percentile
Adams	6.6	47
Cherry Hill	6.9	52
Hanover	6.8	50
Meadowbrook	6.4	44
Parkwood	7.2	60
Rainbow	6.6	47
Williams	6.9	52
County Total	6.8	50

Continued on Page 28, Column 3

USING EVALUATION DATA FOR PROGRAM IMPROVEMENT

Interview Protocol

One purpose of evaluating Title I projects is to provide data showing student gain at the state and national level. An equally important reason for evaluation is to provide data useful for making program improvements.

This interview guide consists of a few questions to ask the district evaluator and some suggestions you may wish to make. Ask to see concrete evidence where possible.

1. Which groups in this district regularly see copies of the evaluation report?
   [Title I teachers? Classroom teachers? Principals? Parents? School Board?]

☐ Check if there is evidence of information dissemination.

2. Do you prepare an evaluation report narrative in addition to the forms sent in to the state?

☐ Check if you see such a report.

3. Do you collect more evaluation information than you report on the state forms?
   [For example, teacher attitude toward program, parent interest, student attitude.] If so, is this information shared with teachers, parents, principals?

☐ Check if yes.

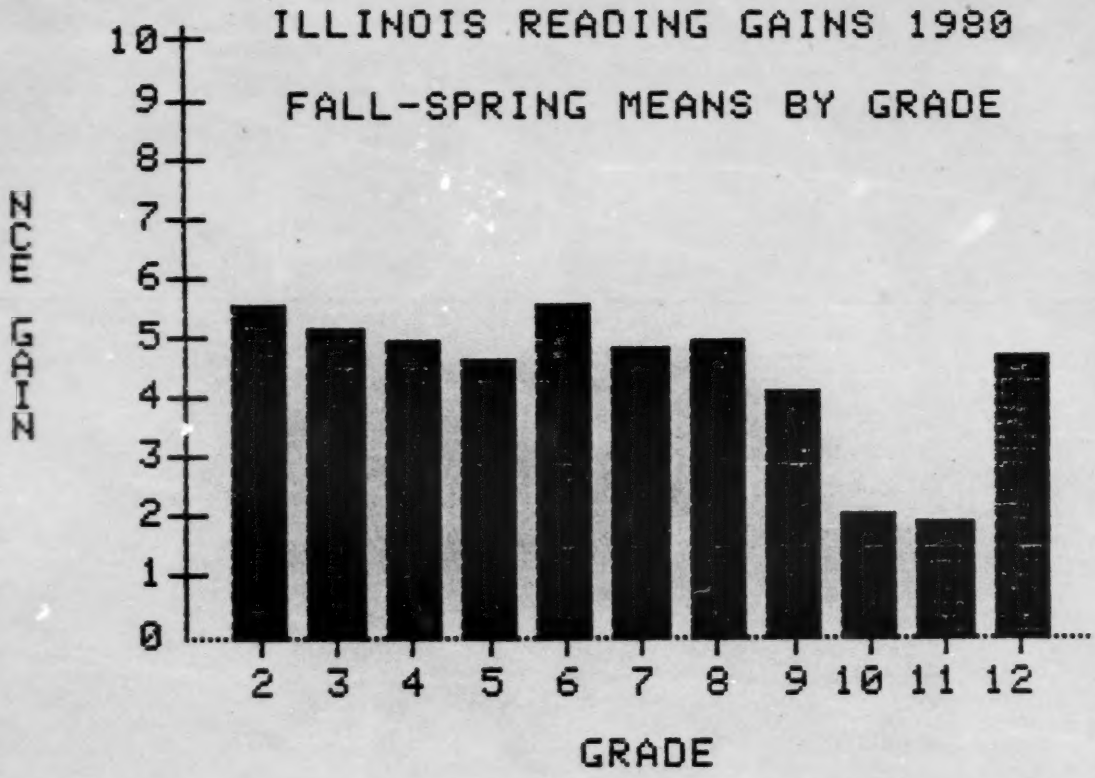
4. How do you use evaluation information to plan the next year's program?

☐ Check if there is evidence information is used for planning.

5. Do you have difficulty in using evaluation results for program planning?
   [Use the space to record major kinds of problems. Can suggest sources of help including inservices by state staff.]

Spend a few minutes reviewing responses to questions for which you could not check the box. You may wish to use results to plan training activities in your region.

FACTS


ILLINOIS READING GAINS 1980
FALL-SPRING MEANS BY GRADE
NCE GAIN
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3
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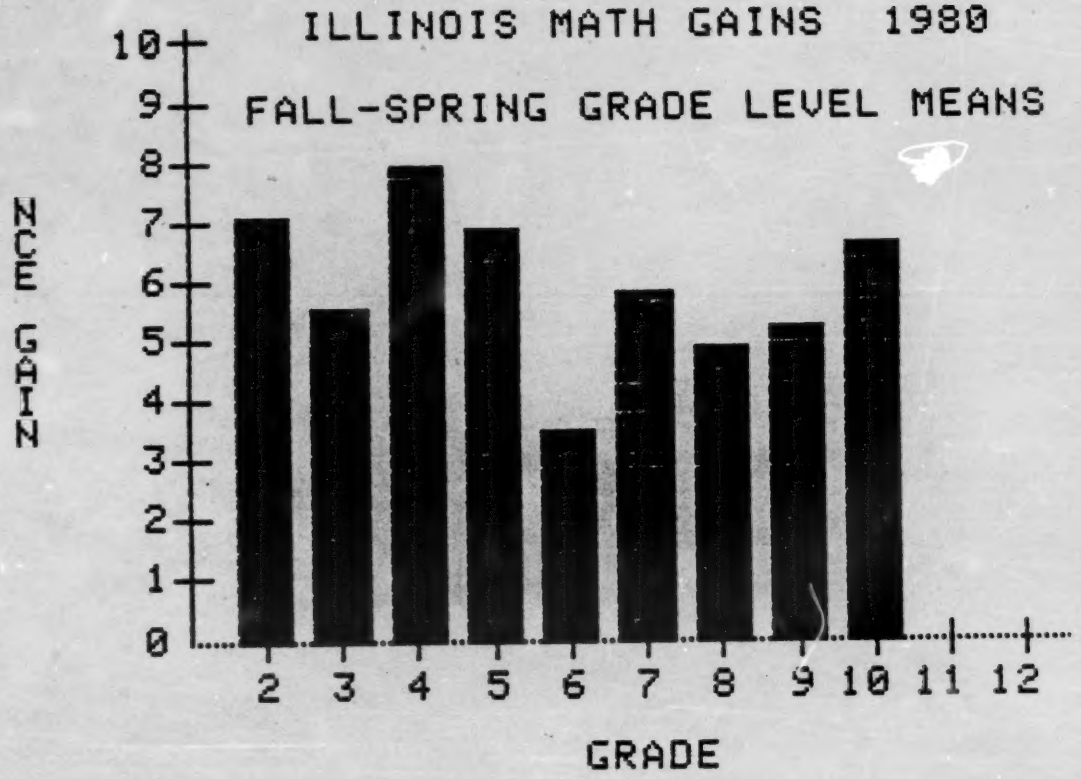
2 3 4 5 6 7 8 9 10 11 12
GRADE

37


ILLINOIS MATH GAINS 1980
FALL-SPRING GRADE LEVEL MEANS
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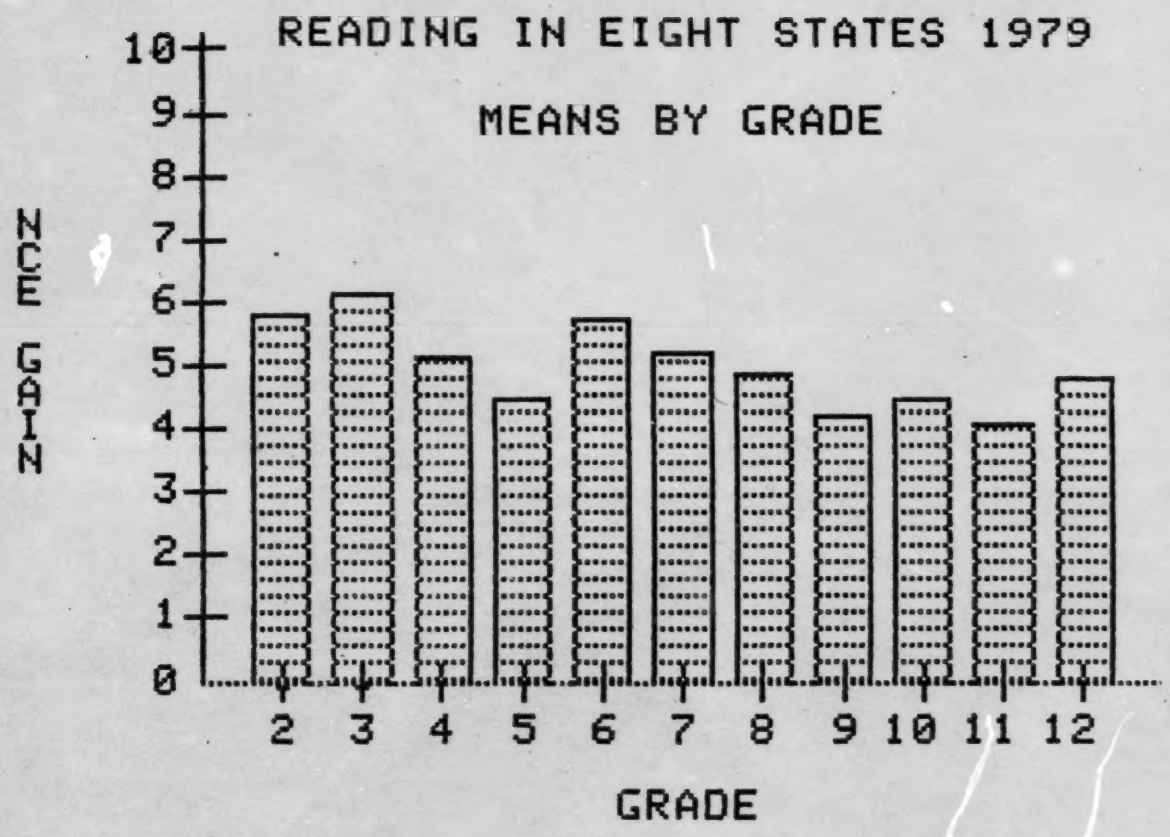
GRADE


READING IN EIGHT STATES 1979
MEANS BY GRADE
NCE GAIN
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3
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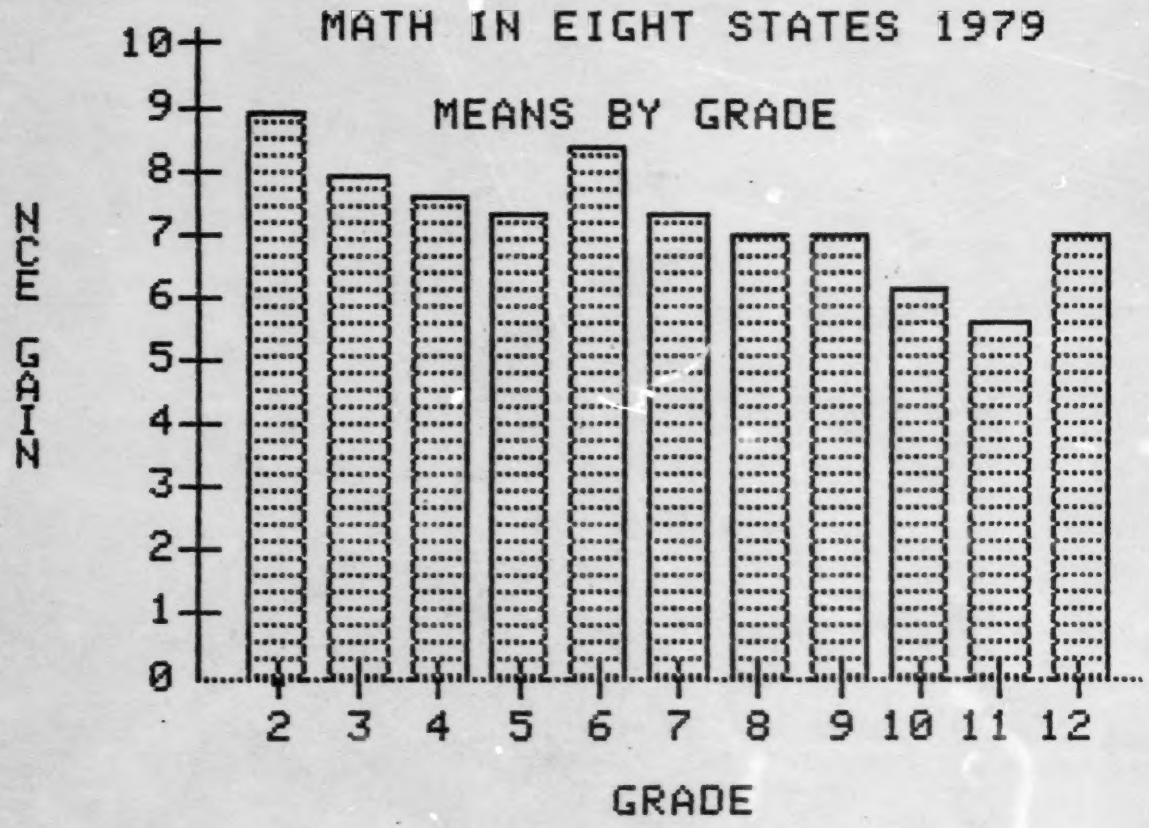
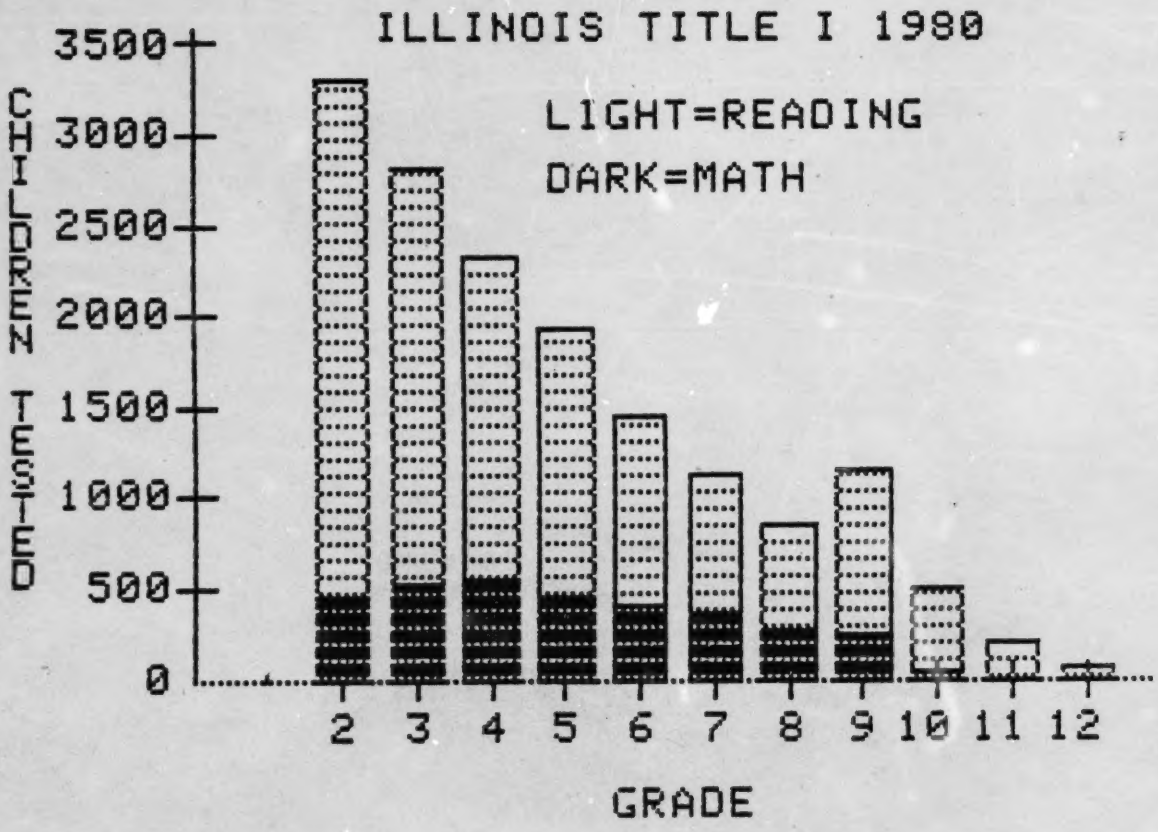
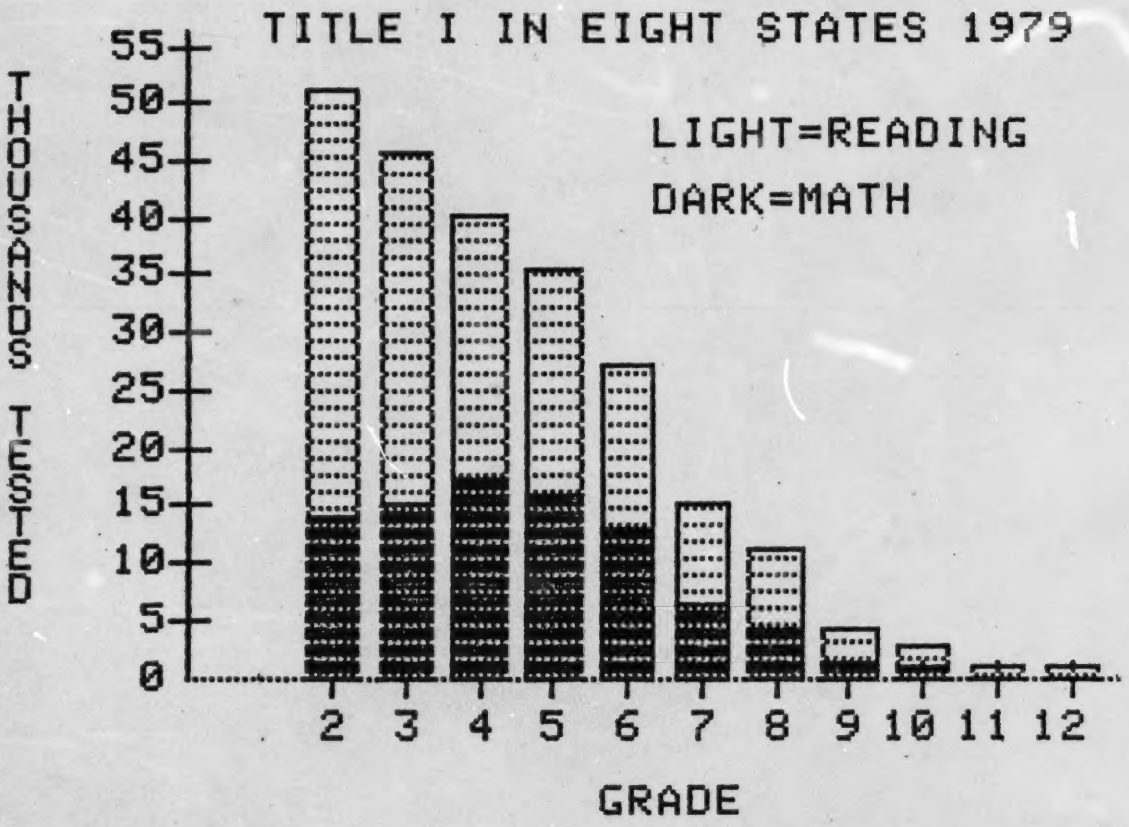
2 3 4 5 6 7 8 9 10 11 12
GRADE


MATH IN EIGHT STATES 1979
MEANS BY GRADE
NCE GAIN
10
9
8
7
6
5
4
3
2
1
0
2 3 4 5 6 7 8 9 10 11 12
GRADE


ILLINOIS TITLE I 1980
LIGHT=READING
DARK=MATH
CHILDREN TESTED
3500
3000
2500
2000
1500
1000
500
0
2 3 4 5 6 7 8 9 10 11 12
GRADE


TITLE I IN EIGHT STATES 1979
LIGHT=READING
DARK=MATH
THOUSANDS TESTED
55
50
45
40
35
30
25
20
15
10
5
0
2 3 4 5 6 7 8 9 10 11 12
GRADE

SUSTAINED EFFECTS in a nutshell

A sustained effects study is an examination of student achievement over a period of months or years to determine if gains made during a single school year are sustained. A sustained effects study is sometimes called a longitudinal study. Program regulations require a sustained effects study at least once every three years.

Purpose

The purpose of the sustained effects requirement is to encourage each district to take a close look at its Title I program (or portions of the program). Projects which are under consideration for revision are especially suitable for including in a sustained effects study.

Testing

A minimum of three sets of test scores on the same students are required. These represent testing at the beginning of the project, at the end of the project, and at some time point twelve or more months after the pretest. Since most people will find it easiest to use the evaluation pretest and posttest as the first two data ponts, the best test to use for collecting the third data point is the same test series. Of course, the test level used for the third data point should be the level appropriate for students' current performance.

Requirements

The sustained effects study should be done on one or more groups of students who

- were enrolled in a Title I program for at least one school year during grades 2-12,
- received Title I instruction in a basic skill area (reading, language arts, or math).

Options

Since the purpose is to encourage a close look at a portion of the Title I program, you need not try to include all students in the third data point. You may choose to

- focus on one grade level,
- focus on one subject area,
- focus on a sample of students within a grade level (but be careful not to choose too small a sample. See the reference sheet on interpreting NCEs for details).

REFERENCE

Duplicate if more pages are needed *page___of___*

Sustained Effects Data Worksheet

District/County_____ Grade Level (one per page)_____

Data (check one) Students in Building ___ Students in District ___ Type (check one) Public____ Nonpublic___ Public and Nonpublic___

Project Setting Code (encircle one) 1 2 3 4 5 6 7 Subject (check one) Math____ Reading____

TEST IDENTIFICATION	Test Name/Edition/Year	Subtest Used	Level(s)	Form	Testing Dates	Make-up Dates
Pretest						
Posttest						
Sustained Effects Test						

Evaluation Group (check one)

___ Continuing Students Only

___ Exited Students Only

Use of Sampling (check one)

___ Total Group

___ Representative Sample

	INDIVIDUAL PUPIL DATA			
	Pretest	Posttest	Sustained Effects Test	
Student Name or Number	Standard Scores	Standard Scores	Raw Scores	Standard Scores
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Totals:				
Grand Totals: (Use only if data reported on more than one page.)				

Sustained Effects Evaluation

EVALUATION ISSUE:

Evaluation Data	PRETEST	POSTTEST	SUSTAINED EFFECTS TEST
PUPIL GRADE LEVEL(S)			
TESTING SCHEDULE *Check Fall or Spring for each data point and indicate year.*	FALL	FALL	FALL
	SPRING	SPRING	SPRING
	YEAR	YEAR	YEAR

To Compute Average Standard Scores

1. NUMBER (N) OF STUDENTS WITH ALL THREE TEST SCORES. N =			
2. STANDARD SCORE SUMS FROM PAGE 1.			
3. AVERAGE STANDARD SCORES (WHOLE NUMBERS) ITEM 2 ÷ ITEM 1			

To Compute Average NCE Scores

INDICATE NORMS BOOKLET(S) USED			
INDICATE NORMS TABLES USED			
DOES TEST HAVE STANDARD SCORE TO PERCENTILE TABLES? *If yes, go on to Steps 5, 6 and 7.* *If no, do Steps 4, 5, 6 and 7.*			
4. EQUIVALENT AVERAGE RAW SCORES			
5. PERCENTILE RANK SCORES			
6. NCE SCORES			

To Compute Average Sustained Effects

7. POSTTEST NCE - PRETEST NCE = ☐

SUSTAINED EFFECTS TEST NCE - POSTTEST NCE = ☐

MOVING TOWARD A TITLE I PROGRAM

TARGETING

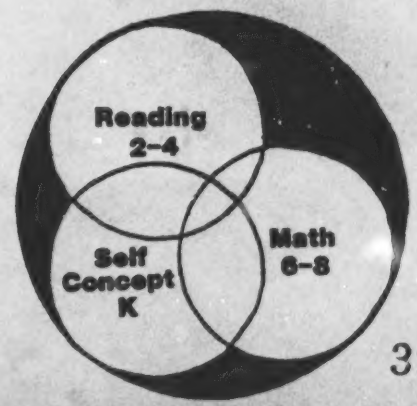
DISTRICT NEEDS ASSESSMENT

OR ELIGIBLE ATTENDANCE AREA

SELECTING STUDENTS

DIAGNOSING STUDENT NEEDS

TITLE I PROGRAM



DISTRICT NEEDS ASSESSMENT

REFERENCE

Purpose of a DISTRICT NEEDS ASSESSMENT

A District Needs Assessment serves two main purposes. It helps to identify the content areas most important to include. It also helps to determine which grade levels to serve. A good needs assessment will not only collect data relevant to these two purposes, it will also document procedures used to rank order the options so that the most beneficial program can be developed.

Collecting the data

Two kinds of data should be available.

1. Objective data on recent school achievement, representing all children in the proposed geographic area. These data may include standardized test scores (or summaries of test score information), criterion referenced test scores, results of district-developed tests. For the basic skills, test data should be available for each grade level and subject area.

2. Survey data from a representative sample of concerned groups in the district. These will probably include Title I teachers, classroom teachers, parents, school administrators, and school board members. All respondents should have the opportunity to express their views on both the needed content area and on the grade level to serve, and should be asked to indicate priorities. It would be desirable to provide survey respondents with summary test data to aid them in their choices.

Organizing the data

Any collection of data is useful only if it is organized in such a way that it is clear and comprehensible. Computer printouts, stacks of questionnaires, or school records can contribute nothing to useful decisions if they remain isolated, unconsolidated information. Three steps will help the needs assessment go smoothly.

1. Develop a one page summary of the available objective data.

2. Design a one page, easy-to-fill out survey questionnaire.

3. Develop a one page form on which to summarize the survey results.

Date:

EACH YEAR TITLE I MUST CONDUCT A "NEEDS ASSESSMENT" OF THEIR SCHOOL. PLEASE CHECK THE AREA THAT YOU FEEL MOST NEEDS THE HELP OF A TITLE I PROGRAM.

PARENT'S NAME	Reading	Math	Language	Social Studies	Science	Other

PARENT ADVISORY COUNCIL

TITLE I PARENT NEEDS ASSESSMENT

It will be appreciated if you will complete this form and return it to the district office in the enclosed addressed envelope to assist us in planning our 1979-80 Title I ESEA program.

Check one: Title I Parent_____ Non-Title I Parent_____

District_____ Name_____

Please rank order (1 to 11) the following needs in the order of priority you feel they should be served by the Title I program for your district.

_____ Remediation in reading skills
_____ Remediation in mathematics skills
_____ Early childhood education
_____ Improvement of communication skills
_____ Improvement of self-concept
_____ Inservice training for staff
_____ Inservice workshops for parents
_____ Media production services
_____ Evaluation of students
_____ Follow-up on Title I students in regular classes
_____ Small group and tutorial instruction

TITLE I PARENTS please answer the following Yes or No.

_____ 1. Do you think your child has shown a more positive attitude toward school this year?
_____ 2. Has your child made progress in the development of skills this year?
_____ 3. Do you feel that the Title I program is meeting the needs and interests of your child?

4. What aspect of the Title I program do you feel was most beneficial?

_____

_____

5. What aspect of the Title I program do you feel was least beneficial?

_____

_____

TITLE I AND NON-TITLE I PARENTS please answer.

I recommend changes in the present Title I program. YES___ NO___

If yes, please list changes._____

_____

_____

SELECTING STUDENTS FOR TITLE I

Selecting students to participate in Title I can be accomplished only after two prior decisions have been made. First, when the buildings offering Title I have been identified. Second, after the subject areas and grade levels have been determined. Once these decisions are made, the student selection process must identify those children most in need of Title I help. And the process must be as objective as possible.

Sources of Data

Test scores and teacher judgment are the two best sources of information for selecting students. Each has certain strengths. Scores from a valid and reliable test are likely to be the best possible measure of students' current achievement. The judgment of teachers who have close daily contact with pupils will identify certain needs, such as poor study habits, that test scores will not reveal. Both sources of data also have weaknesses, however. No test measures all the behaviors important in scholastic success. And the judgment of one teacher regarding a particular pupil is likely to differ somewhat from the judgment of another teacher about that same pupil.

A good student selection procedure makes use of both sources of data in a way which capitalizes on the strengths and minimizes the weakness of each.

Using Test Scores

For test scores to contribute meaningfully to the student selection process, there should be

- a score for each student in the group of potentially eligible students.
- an established procedure for incorporating test score data into student selection decisions. For example, one might decide to serve only pupils below the 30th percentile.

Using Teacher Judgment

Teachers work closely with students for extended periods of time. When recommending students to participate in Title I, teachers can consider many factors, such as motivation, test-taking skills, and other characteristics not measured by tests. A carefully developed questionnaire provides valuable information to aid in student selection. Here are some guidelines for making the best possible use of teacher judgment.

- Develop a list of pupil characteristics that can be measured better by teacher knowledge than by a test. These might include attitude, work habits, skills in specific (rather than global) curriculum objectives.
- Choose an item format that will allow for
  1. A range of responses (for example, a five part scale ranging from "always" to "never," or "excellent" to "poor").
  2. Numerical values assigned to each response option. It is easiest to work with numbers for which a larger value indicates greater need for Title I.
- Before the teachers use the rating scale or questionnaire, hold a training session. Review each item, and discuss the meaning of the highest and lowest ratings. These are called the "anchors" of the scale. A good follow-up would be to summarize the anchors, and prepare a one-page description for teachers to refer to while completing the rating scale for each child.

Combining Test Scores and Teacher Ratings

Establish the rules for using both test scores and teacher ratings. Suppose, for example, your teacher rating questionnaire has a possible high score of 50 (perhaps there are 20 items, each with a maximum value of 5 indicating high need for Title I). Some possible selection rules might be:

- Serve all students with test scores below the 20th percentile, and all students with a teacher rating greater than 35.
- Serve all students with test scores below the 30th percentile, except for those students with a teacher rating below 20.
- Serve all students with a teacher rating above 40, and serve any students not included in this group whose test scores fall below the 25th percentile.

Allow for the exceptions to the rule that will inevitably come up. For instance, students new to the district may not have comparable tests scores. Test scores of bilingual children may not be a valid measure of their achievement. In such cases, a carefully developed teacher rating scale can play an important part in selecting students for participating in Title I.

VARIATIONS IN FORMATS FOR GRAPHIC CHECKLIST RATING SCALES

(a) Comprehends written material — well | | | | | poorly

(b) Comprehends written material — well | | | | | poorly
5 4 3 2 1

(c) Comprehends written material

Superior Comprehension	Good Comprehension	Average Comprehension	Poor Comprehension	Fails to Comprehend

(d) Comprehends written material — 5 4 3 2 1

(e)

Performance Factor	Consistently Superior	Sometimes Superior	Consistently Below Average	Consistently Unsatisfactory
Comprehends written material, draws conclusions, explains meanings.	☐	☐	☐	☐

(f) Comprehends written material

15 13 11 9 7 5 3 1

Consistently Well — Usually O.K., Above average — Passable but below average — Poor work, no understanding.

(g) Comprehends written material — Judge the extent to which the student understands the fifth grade reader. Consider his ability to make inferences, draw conclusions, and comprehend the material -

Poor 1-6; Average 7-18; Good 19-25 20

WHEN MODEL A1 IS NOT APPROPRIATE

Some programs cannot be evaluated using Model A1. Here are a few examples of programs for which Model A1 evaluation is not appropriate:

- Summer programs
- Short, intensive programs during the school year (one quarter, one semester)
- Early childhood programs (Grade 1 and below)
- Programs in which the emphasis is not basic skills (e.g., health, self concept, attitude)

Is evaluation required for programs such as these? YES! Here are some guidelines.

Do test if your program emphasizes academic skills. Although you will not be able to obtain normative (percentile) scores, you can still obtain measures of growth. For example, you could

- Test at the end of summer program using Model A1 test. Compare the average standard score at conclusion of program with average standard score obtained by those students on the spring Model A1 posttest. In effect, you use the spring scores as "pretest" scores for the summer program.
- Use a criterion-referenced test as a pretest and posttest. You may express the gain as an increase in the number of correct answers, or, better still, as an increase in the number of objectives mastered.
- Use teacher-developed tests as pre- and posttests. If several groups will receive similar instruction, seek to develop a test that can be used for all students receiving comparable instruction.

If your program is primarily affective/supportive (or includes substantial non-cognitive emphasis), collect measures of these outcomes. You might consider the use of

- Self-report attitude questionnaires.
- Behavior checklists--filled out by teacher.
- Evidence of subsequent school improvement as reported by parents, classroom teachers.

Prepare a concise summary of your evaluation results. This might take the form of a table, graph or chart. Most people find a graph helpful for quickly assimilating information. A brief narrative should point out

- The program objectives.
- How the objectives were met (program design).
- Evaluation design.
- Evaluation results.
- Recommendations.

HOW TO USE SCORE CONVERSIONS TRANSPARENCY

This transparency is a great help in explaining the concepts of score conversions, and out-of-level testing. Practice a few times with this sample script, and you will soon become an expert.

Open up gates so only the bottom layer is projected.	This picture illustrates two levels of a typical standardized test. Notice that Level A is intended for fourth graders, Level B is intended for fifth graders. Let's assume that we're working with the reading test in the fall of the year. Notice that the two levels of the test overlap. Also notice that a raw score from either level may be converted to an expanded scale score. The expanded scale score (or standard score) links both levels of this test.
Overlay the short red arrow (lower gate).	Assume a fourth grader takes Level A of this test. The first thing we do with his or her raw score (which on this example is about 18 out of a possible 40) is convert the raw score to an expanded scale score. The teacher's manual for Level A will have a table for doing this. In this example, we obtain a scale score of 400. Now we want to convert the scale score to a percentile. The percentile will tell us how this student compares with a sample of fourth graders who also took this test in the fall.
Leaving red arrow in place, also overlay short green arrow (left gate).	We find the table in the Level A manual that shows the scale score and percentile values for beginning of fourth grade. We see that a scale score of 400 converts to the 40th percentile. This student scored better than 40 percent of the children in the norming sample. At posttest time we would find the scale score in the same way, but we would use the end-of-year table to find the percentile.

REFERENCE

	(Continued from other side)
Remove both gates.	Suppose we have a fifth grade Title I student, and we feel that Level B, the recommended level, is too difficult. We can give this student Level A instead.
Overlay short red arrow (lower gate).	We convert the raw score to an expanded scale score, using the table in the Level A manual. Now we want to find the percentile which tells how this student compares with other fifth graders. To do this we find the beginning of year standard score to percentile table in the Level B manual.
Leave red arrow overlay. Overlay long green arrow (right gate).	And we see that a scale score of 400 converts to a fifth grade percentile of about five. This student performs better than five percent of students in the norming sample. You can see from these examples that the expanded scale score serves to link together the levels of a test. A scale score from a single student or an average scale score from a group of students, can be converted to a percentile which expresses performance in comparison with other students in the same grade who took the test at the same time of year.

HOW TO USE SCORE INTERPOLATION TRANSPARENCY

One step in the process of calculating NCEs requires the conversion of an average standard score to a percentile. It sometimes happens that there is no tabled percentile value corresponding to a given standard score. In such a situation, you will need to interpolate to find the correct percentile. This transparency shows the steps of interpolation.

Display the bottom transparency.	Suppose, for example, that a portion of the norms table looks like this.
Overlay the next transparency with the red "306"	You have obtained a mean standard score of 306, and you find that there is no percentile which corresponds to a standard score of 306. 306 is between 304 and 307.
Overlay the first blue transparency	In fact, 306 is two-thirds of the way between 304 and 307. The total distance from 304 to 307 is three. The distance from 304 to 306 is two. So we know that the percentile we need is two-thirds of the way between 40 and 44.
Overlay the second blue transparency	The distance between 40 and 44 is four. So we need to find two-thirds of that distance, or two-thirds of four,
Overlay green transparency	and add this fraction to 40, the lower percentile value. Two-thirds of four is .66. Add this to 40, and obtain an interpolated percentile of 42.66, which you may round to 43.

federal register

Friday
October 12, 1979

Part VIII

Department of Health, Education, and Welfare

Office of Education

Financial Assistance to Local Educational Agencies to Meet the Special Educational Needs of Educationally Deprived and Neglected and Delinquent Children—Evaluation Requirements

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois
February 1980 1.3M 2032NL-20

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

45 CFR Parts 116 and 116a

Financial Assistance to Local Educational Agencies To Meet the Special Educational Needs of Educationally Deprived and Neglected and Delinquent Children—Evaluation Requirements

AGENCY: Office of Education, HEW.

ACTION: Final Regulations.

SUMMARY: These final regulations govern the evaluation of programs and projects authorized by title I of the Elementary and Secondary Education Act of 1965. The regulations are required by the Education Amendments of 1974 and 1978. For projects conducted by local educational agencies (LEAs), the regulations provide evaluation standards and amend existing requirements governing frequency of evaluation. These regulations also specify models for evaluating the effectiveness of LEA projects providing instructional services in reading, language arts, or mathematics. Other title I requirements resulting from the Education Amendments of 1978 were published as a Notice of Proposed Rulemaking on June 29, 1979 (44 FR 38400).

EFFECTIVE DATE: These regulations are expected to take effect 45 days after they are transmitted to the Congress. They are transmitted to the Congress several days before they are published in the **Federal Register**. The effective date is changed by statute if Congress disapproves the regulations or takes certain adjournments. If you want to know the effective date of these regulations, call or write the Office of Education contact person.

FOR FURTHER INFORMATION CONTACT: Dr. Judith Burnes, Office of Evaluation and Dissemination, U.S. Office of Education, Room 3040, FOB 6, 400 Maryland Avenue, SW., Washington, D.C. 20202. Telephone: 202—245–8364.

SUPPLEMENTARY INFORMATION: A Notice of Proposed Rulemaking published in the **Federal Register** on February 7, 1979 (44 FR 7914) proposed to amend parts 116 and 116(a) of 45 CFR to implement certain evaluation requirements resulting from the Education Amendments of 1974 and 1978. The regulations specify models and standards for the evaluation of projects conducted by LEAs.

Several changes in the final regulations resulted from comments received in response to the proposed rules. These include a change in the deadline for the State evaluation report, the inclusion in the biennial report of data from projects conducted since the last report, the elimination of a requirement for sending two local reports to the Office of Education, the reduction of reported project data to cover a sample of grades, and the use of title I funds for required long-term evaluations. Other issues raised by the commenters included the appropriate requirements for long-term evaluations, whether "language arts" programs include programs to teach English to non-English speaking children, and how data resulting from the models will be used at the local, State, and national levels.

The required evaluation models represent an improvement over the practices and procedures of many locally conducted title I evaluations. Technical questions remain, however, concerning such issues as the extent to which the different models yield comparable data. These issues are currently under investigation by the Office of Education. As further technical analysis leads to refinements in either the models or the process for reporting evaluation results, revisions in the regulations may be needed. The Commissioner intends to reconsider, and if necessary, revise the regulations after a three-year period, based on information available at that time. Representatives of State educational agencies (SEAs) and LEAs will be invited to participate in this review.

Evaluation activities in title I have several purposes. They include an assessment of the effectiveness of title I services and, for the purpose of revision and improvement, the identification of strengths and weaknesses of individual projects. Although the required models are concerned with only the most common title I objectives—achievement gains in reading, language arts, and mathematics—SEAs and LEAs are encouraged to evaluate all of their project objectives and to collect whatever data are needed for local decision making.

Section 187 requires the Commissioner to publish a title I policy manual. The manual will provide policy guidance concerning the evaluation requirements. A draft of the evaluation section of the policy manual is currently available and may be obtained by writing to the address at the beginning of this document. Detailed procedures for implementing each of the models are contained in a User's Guide, also available from that address.

In addition, a technical assistance center has been established in each HEW region to assist SEAs and LEAs with title I evaluation matters.

During March of 1979 the Commissioner held public meetings on the proposed regulations in Boston, Mass.; Atlanta, Georgia; Kansas City, Missouri; and San Francisco, California. Interested parties were also given 45 days to make written comments on the proposed regulations. The Appendix summarizes the comments received and the Commissioner's responses to them.

Citation of Legal Authority

The reader will find a citation of statutory or other legal authority in parentheses on the line following each substantive provision.

(Catalog of Federal Domestic Assistance Number 13.428, Educationally Deprived Children—Local Educational Agencies)

Dated: August 1, 1979.

Mary F. Berry,

Acting U.S. Commissioner of Education.

Approved: October 5, 1979.

Patricia Roberts Harris,

Secretary of Health, Education, and Welfare.

The Commissioner amends Parts 116 and 116a of 45 CFR to read as follows:

PART 116—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES AND STATE AGENCIES TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED, HANDICAPPED, MIGRANT, AND NEGLECTED AND DELINQUENT CHILDREN—GENERAL PROVISIONS

Subpart B—Duties and Functions of State Educational Agencies

1. Section 116.7 is amended by revising paragraph (a) as follows:

§ 116.7 Reports by State educational agencies.

(a) *Evaluation reports.* The SEA shall submit to the Commissioner a report evaluating the effectiveness of title I programs and projects in meeting the special educational needs of participating children. This report must contain information about programs and projects conducted since the last report.

(1) For programs and projects authorized by part B, subparts 1, 2, and 3 (State programs for migratory children, for handicapped children, and for neglected or delinquent children), this report is due on February 1 of each year.

(2) For programs and projects authorized by part A, subpart 1 (basic grants to local educational agencies), this report is due on February 1, 1981

and February 1 of every second year thereafter.

(Section 172 of the Elementary and Secondary Education Act as amended by the Education Amendments of 1978)

* * * * *

PART 116a—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED AND NEGLECTED AND DELINQUENT CHILDREN

2. Section 116a is amended by adding Subpart F to read as follows:

Subpart F—Evaluation

116a.50 Technical standards.
116a.51 Local educational agency evaluation models: general.
116a.52 Requirements of the models.
116a.53 Alternative models.
116a.54 Frequency of local educational agency evaluations.
116a.55 Local educational agency reporting.
116a.56 State educational agency reporting.
116a.57 Allowable costs.

Authority: Title I of the Elementary and Secondary Education Act as amended by Pub. L. 95-561, unless otherwise noted.

* * * * *

Subpart F—Evaluation

§ 116a.50 Technical standards.

A local educational agency (LEA) shall explain in its application how its evaluation plan (required by § 116a.22(b)(3)) is consistent with the following technical standards. The State educational agency (SEA) shall use these same standards in determining the adequacy of the LEA's plan.

(a) *Representativeness of evaluation findings.* The evaluation results are computed so that the conclusions apply to the persons or schools served by the title I project. This may be accomplished by including in the evaluation either all or a representative sample of the persons or schools served by the project.

(b) *Reliability and validity of evaluation instruments and procedures.* The proposed evaluation instruments—

(1) Consistently and accurately measure the objectives of the project; and

(2) Are appropriate, considering factors such as the age or background of the persons served by the project.

(c) *Evaluation procedures that minimize error.* The proposed evaluation procedures minimize error by including—

(1) Proper administration of the evaluation instruments;

(2) Accurate scoring and transcription of data; and

(3) Use of analysis procedures whose assumptions are appropriate for the data.

(d) *Valid assessment of achievement gains in reading, language arts, and mathematics.* In assessing the effectiveness of regular school year title I reading, language arts, and mathematics projects in grades 2 through 12, the proposed evaluation procedures yield a valid measure of (1) the title I children's performance after receiving title I services compared to (2) an estimate of what their performance would have been in the absence of title I services. As used in this subpart, a language arts project does not include a project designed to teach English to non-English-speaking children.

(Section 183 of the Elementary and Secondary Education Act as amended by the Education Amendments of 1978)

§ 116a.51 Local educational agency models: general.

(a)(1) An LEA shall use one of the models in section 116a.52—or an approved alternative—in the evaluation of each regular school year title I project that provides instructional services in reading, language arts, or mathematics, in grades 2 through 12.

(2) The models require that the LEA administer a test (i) before or at the beginning of services for the project period (pretest) and (ii) after or at the end of the project period (post-test). Examples or appropriate pre- and post-test periods include fall-to-fall testing, fall-to-spring testing, and spring-to-spring testing.

(b)(1) The models compare the post-test scores of title I children to an estimate of what their post-test scores would be if they had not received title I services ("expected performance").

(2) Each model provides a different method for estimating expected performance using the scores of children not receiving title I services who are tested at the same time of year.

(c) With any of the three models, the LEA may use a test with or without national norms.

(Section 183 of the Elementary and Secondary Education Act as amended by the Education Amendments of 1978)

§ 116a.52 Requirements of the models.

(a) *Norm-Referenced model.* An LEA using the Norm-Referenced model shall—

(1) Administer a pre- and post-test to title I children; and

(2) Estimate expected performance using the performance of children in a norm sample developed (i) locally, (ii) by the SEA, or (iii) by a test publisher.

(b) *Comparison Group model.* An LEA using the Comparison Group model shall—

(1) Identify a comparison group of educationally disadvantaged children who—

(i) Are similar to title I children with respect to eduationally relevant factors (such as age, socio-economic status, and previous achievement); and

(ii) Are not receiving title I or similar compensatory education services;

(2) Administer a pre- and post-test to both the title I children and the children in the comparison group; and

(3) Estimate expected performance for the title I children by using the test scores of the children in the comparison group.

(c) *Regression model.* An LEA using the Regression model shall—

(1) Administer a pretest to a group of children in title I eligible schools at grade levels to be served by title I. In the Regression model only, the pretest may consist of a test, teacher judgment of student performance, or a composite of these;

(2) Establish a cutoff score and provide title I services to those children scoring below the cutoff. Children scoring above the cutoff are the comparison group for the evaluation; and

(3) Administer a post-test to both groups and estimate expected performance using the pre- and post-test scores for the comparison group.

(Section 183 of the Elementary and Secondary Education Act as amended by the Education Amendments of 1978)

§ 116a.53 Alternative models.

(a) An LEA may use an alternative to one of the three models in § 116a.52 for the evaluation of regular school year reading, language arts, or mathematics projects in grades 2 through 12. An alternative model would provide a method for estimating expected performance that differs from methods provided by the three models.

(b) The use of an alternative model must be approved first by the SEA and then by the Commissioner.

(c) To be approved, an alternative model must yield a valid measure of—

(1) The title I children's performance in reading, language arts, or mathematics;

(2) Their expected performance; and

(3) The results of the title I project expressed in the common reporting scale established by the Commissioner for SEA reporting (see §116a.56(c)(1)).

(d) The request for using an alternative model may be submitted to the Commissioner by the LEA or the

SEA acting at the request of one or more LEAs.

(e) The request must indicate how the alternative model meets the three requirements of paragraph (c).

(f) The Commissioner responds to the request in writing within 30 days.

(Section 183 of the Elementary and Secondary Education Act as amended by the Education Amendments of 1978)

§ 116a.54 Frequency of local educational agency evaluations.

(a)(1) An LEA shall evaluate the effectiveness of its title I projects at least once every three years in accordance with a schedule established by the Commissioner.

(2) This evaluation must include an assessment of achievement gains of title I children compared to an estimate of their expected performance in the absence of title I services.

(3) The LEA shall measure the achievement gains over a period of approximately either nine or twelve months. (Examples of appropriate testing intervals include fall-to-fall testing, fall-to-spring testing, and spring-to-spring testing.)

(b) At least once during the three-year period, the LEA shall collect additional information needed to determine whether the achievement gains measured over nine or twelve months are sustained over a longer period of time. (Examples of appropriate testing cycles for this long-term evaluation include fall-spring-fall testing, fall-fall-fall testing, and spring-spring-spring testing.

(Section 124 of the Elementary and Secondary Education Act as amended by the Education Amendments of 1978)

§ 116a.55 Local educational agency reporting.

(a)(1) An LEA shall report to the SEA the results of its evaluations conducted in accordance with the schedule established by the Commissioner.

(2)(i) In reporting the results of measurements of educational achievement in regular school year projects in reading, language arts, or mathematics in grades 2 through 12, the LEA shall use the common reporting scale estalished by the Commissioner unless the SEA approves some other form of local reporting.

(ii) If the SEA approves another form of reporting, the LEA shall include sufficient information to enable the SEA to convert the achievement results to the common scale.

(b) Unless requested by the SEA, the LEA is not required to include in its evaluation report the results of the long-term evaluations required by § 116a.54(b).

(c)(1) The LEA shall retain all of the data used to develop its report to the SEA for a period of five years from the date of the report or until any pending Federal audit has been resolved.

(2) The data to be retained must include—

(i) A record of all individual scores, with an identifying code so that pre- and post-test scores can be matched, in regular school year projects in language arts, or mathematics in grades 2 through 12; and

(ii) The name, form, level, and date of publication of any tests administered.

(Section 183 of the Elementary and Secondary Education Act as amended by the Education Amendments of 1978)

§ 116a.56 State educational agency reporting.

(a) *Sampling plan.* An SEA shall submit, for the approval of the Commissioner, a proposed sampling plan designed to ensure that evaluations are conducted in a representative sample of its LEA's in any school year. The proposed plan shall be developed according to the schedule and criteria specified by the Commissioner.

(b) *Annual performance report.* To provide nationwide information about the recipients of title I services and the types of services delivered, the SEA shall provide, in its annual performance report the following information for all regular and summer projects for all, or a representative sample of, LEA's:

(1) The number of title I participants by type of services received;

(2) The number of participants, by grade, who attend public schools; and

(3) The number of participants, by grade, who attend nonpublic schools; and

(4) Other information requested by the Commissioner. (This may include, for example, information about Parent Advisory Councils and teacher training.)

(c) *Biennial evaluation report.* The SEA biennial evaluation report (required by § 116.7(a)) shall contain information about programs and projects conducted since the last report. To provide nationwide information about the effectiveness of regular school year projects offering instructional services in reading, language arts, or mathematics in grades 2 through 12, each SEA shall include the following information for all or a representative sample of LEAs:

(1) A statewide average, by grade level, of achievement gains resulting from title I participation, expressed in the common reporting scale established by the Commissioner.

(2) For a sample of grade levels, information by grade level relating levels of achievement gain to—

(i) The number of hours of project exposure;

(ii) The pupil-per-instructor ratio; and

(iii) Project enrollment.

(3) If applicable, the number of projects excluded because of erroneous or missing data and the reasons for their exclusion.

(d) The SEA shall retain all the data used to develop its report for a period of five years from the date of the report or until any pending Federal audit has been resolved.

(Sections 172 and 183 of the Elementary and Secondary Education Act as amended by the Education Amendments of 1978; 45 CFR 74.82)

§ 116a.57 Allowable costs.

(a) Title I funds may be used for evaluation activities to—

(1) Identify specific strengths and weaknesses of a project;

(2) Determine the results of a project; and

(3) Disseminate the results of title I evaluations.

(b) In addition to the requirements concerning the supplementary nature of title I funds (§ 116.40), other rules governing title I expenditures (§ 116a.22(b)(4)(ii) and (iii)), and Appendix C of 45 CFR 74, the following rules apply to the use of title I funds to support the purchase, administration, scoring, and analysis of evaluation instruments. Except for cases in which data meeting these needs are already available, title I funds may be used—

(1) To test title I participants for evaluation purposes;

(2) In the Comparison Group model, to test an appropriate number of educationally disadvantaged children who are at the same grade level(s) as title I participants, but who are not receiving title I services;

(3) In the Regression model, to test an appropriate number of children in title I eligible schools who are at the grade levels served by title I;

(4) In cases in which a test without national norms has been used for evaluation purposes, to administer to all, or a representative sample of title I participants, a test with national norms. This will permit the LEA or SEA to convert its evaluation results to the common scale; and

(5) To test an appropriate number of children no longer receiving title I services to determine whether achievement gains measured over nine or 12 months are sustained over a longer period of time (as required by § 116a.54(b)).

(c) Title I funds may not be used for—

(1) General districtwide or statewide testing programs;

(2) Establishing local or State norms; or

(3) Research and development activities, such as the development and field testing of new instruments.

(Section 183 of the Elementary and Secondary Education Act as amended by the Education Amendments of 1978)

EXAMPLES

ILLINOIS STATE BOARD OF EDUCATION
Department of Planning, Research and Evaluation
Program Evaluation and Assessment Section
100 North First Street
Springfield, Illinois 62777

TITLE I EVALUATION REPORT
(Summer Term Only)

INSTRUCTIONS: Complete and submit one copy of this form to the above address by September 15, 1981. Questions may be referred to the Evaluation and Assessment Section at 217/782-4823.

SECTION I – GENERAL INFORMATION

LEGAL NAME OF DISTRICT	COUNTY
XYZ School District	Plains

DISTRICT ADDRESS (Street, City, Zip Code)
800 South Main Street XYZ, Illinois 62777

NAME OF TITLE I DIRECTOR	PHONE (Include Area Code)
J. W. Director	217/195-5610
PERSON RESPONSIBLE FOR TITLE I EVALUATION (If different from Director)	**PHONE (Include Area Code)**
M. J. Evaluator	217/195-5610

SECTION II – STUDENT PARTICIPATION INFORMATION

A. STUDENT PARTICIPATION BY PROJECT AREA: Record the total number of students who participated in the listed categories. Public students are those Title I students enrolled in public schools; nonpublic students are those Title I students enrolled in private or parochial schools; local N/D students are those Title I students residing in institutions for the care of neglected and/or delinquent children. If a student receives services in more than one project area, include the student in the count for each applicable area.

PROJECT AREA	PUBLIC STUDENTS	NONPUBLIC STUDENTS	LOCAL N/D
1. Reading	30	5	0
2. Other Language Arts (excluding reading)	30	5	0
3. Mathematics	30	5	0
4. Other Academic (specify)			
5. Vocational			
6. English (for limited English background)			
7. Special for Handicapped			
8. Supportive Services a. Attendance, Social Work, Guidance, Psychology			
b. Health/Nutrition			
c. Pupil Transportation			
d. Other (specify)			

B. STUDENT PARTICIPATION BY GRADE: Record an unduplicated count of students enrolled in Title I projects by grade level. Leave blank any grade levels which are not served by Title I projects.

	GRADE LEVEL														TOTAL
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
Local N/D						10	10	10							30
Public							3	2							5
Non-public															0

C. STUDENT PARTICIPATION BY ETHNIC GROUP: Record the total number of students enrolled in Title I projects by ethnic group.

ETHNIC GROUP	TOTAL
American Indian or Alaskan Native	
Asian or Pacific Islander	
Black, not of Hispanic Origin	10
Hispanic	10
White, not of Hispanic Origin	15

SECTION III – TITLE I STAFF AND TRAINING INFORMATION
SUMMER SCHOOL TERM

A. Record the total full-time equivalents of staff employed in Title I projects during the summer term by job classification.

JOB CLASSIFICATION	Full-Time Equivalent
Administrative Staff	1.0
Teachers	2.0
Teacher Aides	2.0
Curriculum Specialists	
Staff Providing Supporting Services	
Clerical Staff	
Other (List)	

SIGNATURES AND VERIFICATION

I hereby certify that to the best of my knowledge the information provided in this report is true, complete and accurate.

9-15-81 — Date
J. W. Director — Signature of Title I Director

9-15-81 — Date
L. A. Superintendent — Signature of District Superintendent

ISBE 20-58 (1/81)

DATE_____

REFERRAL · TITLE I READING PROGRAM

NAME_____ GRADE_____

SCHOOL_____ BIRTHDATE_____
Yr. Mo. Day

TEST_____
DATE_____
AGE_____

Assigned Basal Reading Level, Sept. 19__ _____

Personality: Aggressive ☐ Normal ☐ Apathetic ☐

REASONS FOR REFERRAL: (Please check all that apply)

DEFICIENCIES

All Grades:
- ____Vocabulary
- ____Comprehension
- ____Phonetic Analysis
- ____Structural Analysis
- ____Word-by-word reader

Grades 5,6,7,8 only:
- ____Reading maps
- ____Reading graphs
- ____Reading in the content areas
- ____Using reference materials

SPECIAL PROBLEMS

- ____Visual
- ____Auditory
- ____Emotional
- ____Immaturity
- ____Hyperactivity
- ____Withdrawn
- ____Social Maladjustment
- ____Poor attendance
- ____Concentration
- ____Poor attitude

Additional Comments:_____

_____ Classroom Teacher

LATEST STANDARDIZED TEST RESULTS

TEST_____

DATE ADMINISTERED_____

	SCORE G.E.	EXP. G.E.	DIFF. G.E.
Vocabulary			
Comprehension			

☐ Accepted

☐ Not Accepted REASON:_____

_____

_____

DATE_____ _____
Title I Teacher

TITLE I REFERRAL DATA FORM
(To be completed by the classroom teacher)

TITLE I IS DIRECTED TOWARD THOSE STUDENTS WHO WILL MOST BENEFIT FROM REMEDIATION. IT CANNOT SERVE CHILDREN WHOSE MAJOR PROBLEMS ARE EMOTIONAL, SOCIAL AND/OR DISCIPLINE.

The criteria for selecting Title I participants is:

1. Composite reading and/or mathematics district-administered standardized achievement test score
   - K-2 Deficiency of 6 months or more
   - 3-5 Deficiency of 1 or more years
   - 6-9 Deficiency of 2 or more years
2. Recommendation of classroom teacher, principal and/or reading specialist.
3. Parent permission.

Please complete this form for any student who would qualify for the Title I program.

CHILD'S NAME_____ PARENT'S NAME_____
FIER NUMBER_____ ADDRESS_____
AGE_____ GRADE_____ _____
SCHOOL_____ TELEPHONE NUMBER_____

ACHIEVEMENT TEST SCORES
Reading Vocabulary_____ Comprehension_____ Average_____
Mathematics Concepts_____ Computation_____ Application_____
Average_____

Please answer the following questions below.

1.	Below grade level in reading. (using above criteria)	Yes	No
2.	Below grade level in mathematics. (using above criteria)	Yes	No
3.	Low level of verbal functioning.	Yes	No
4.	Low level of written (non-verbal) functioning.	Yes	No
5.	Has a negative attitude toward self.	Yes	No
6.	Has a negative attitude toward school and education.	Yes	No
7.	Has been retained one or more grades.	Yes	No
8.	Will probably be retained this year.	Yes	No
9.	Is absent frequently.	Yes	No
10.	Is a discipline problem.	Yes	No
11.	Has a short attention span.	Yes	No
12.	Is hard of hearing.	Yes	No
13.	Has speech disability.	Yes	No
14.	Is or may be visually handicapped.	Yes	No
15.	Performs poorly on standardized tests.	Yes	No
16.	Lacks physical needs (clothing, food, etc.).	Yes	No
17.	Has emotional problems.	Yes	No
18.	Has social problems with peers.		

TEACHER_____ DATE_____

TITLE I PROGRAM

CLASSROOM TEACHER EVALUATION

In order to evaluate the Title I programs and plan for next year, we would appreciate your cooperation in completing this evaluation form.

Please circle one answer for each of the following questions.

---

1. Have the children who attended the reading/math program shown any improvement in the classroom?

   YES SOMEWHAT NO

2. Did the program help the children in the areas in which they were deficient?

   YES SOMEWHAT NO

3. Has there been a positive change in the children's attitude toward school and classwork?

   YES SOMEWHAT NO

4. Do the children display a more positive self-concept?

   YES SOMEWHAT NO

5. Did you attend any workshops conducted by Title I personnel?

   YES NO

6. Were these workshops beneficial?

   YES SOMEWHAT NO

7. Which of the following areas of the program could be improved upon next year?

   SCHEDULING CONTENT INSERVICE OTHER (please elaborate)

   _____

   _____

   _____

8. Additional comments: _____

9. Please complete the attached rating sheet using the following marks for rating each child:

   E - Excellent G - Good F - Fair P - Poor

TITLE I STUDENT COMMENT FORM

Here we are at the end of the Title I Program. We would like to know how you feel about the time you have spent with us. Please answer the following questions.

1. Did you enjoy the time you spent with us? Yes____ No____
2. Do you feel better about school? Yes____ No____
3. Is math any easier for you now? Yes____ No____
4. Is reading any easier for you now? Yes____ No____
5. What did you like best about the school?

_____

_____

6. What did you like least about the school?

_____

_____

7. If you were going to stay in Title I, is there anything you would like to change? (For example, something you would like to do more, something you would have liked to do less, something you did not get to do at all but would have liked to do.)

_____

_____

_____

_____

8. What other suggestions do you have that would help us to improve our program?

_____

_____

_____

_____

_____

_____ _____

(Parent Signature) (District)

Please sign if you desire. If you would rather not sign, please fill out questionnaire and return unsigned.

TITLE I PROGRAM

PARENT EVALUATION FORM

DATE_____

Dear Parent:

Your child has been participating in the Title I program. The main goals of the program are to improve your child's skills, attitude, and self-concept. We are requesting your help in evaluating our success. Your frank and honest opinion is very important in answering the form below:

Please circle <u>one</u> answer for each of the following questions below.

1. Has your child shown improvement in reading/math?

   YES SOMEWHAT NO

2. Has there been a positive change in your child's attitude?

   YES SOMEWHAT NO

3. Does your child enjoy being in the Title I program?

   YES SOMEWHAT NO

4. Does your child bring home books from school?

   YES SOMETIMES NO

5. Does your child use these books?

   YES SOMETIMES NO

6. Do you have to force the child to study?

   YES SOMETIMES NO

7. Does your child show an interest in reading "just for fun?"

   YES SOMETIMES NO

8. Does your child use his/her math skills at home?

   YES SOMETIMES NO

9. Does your child get along well with his/her playmates/classmates?

   YES SOMETIMES NO

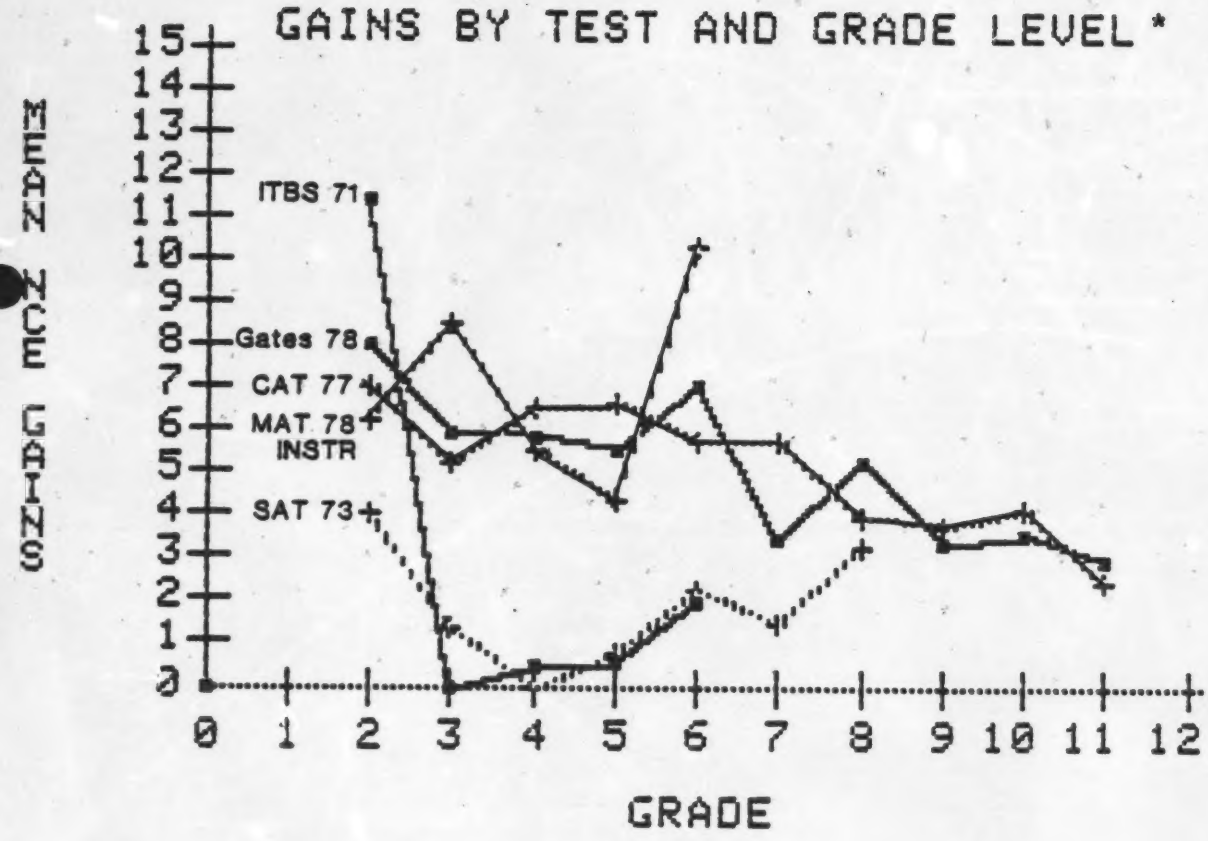
10. How do you feel that we can help your child? Please write any suggestion that you have.

COMPLIANCE CHECKLIST

Documentation should be on file for each of the listed items. The district may wish to maintain a separate folder for each item.

1. Data on selection of eligible attendance areas: Enrollment records, free lunch records, etc. Include data from private schools, if applicable. 116.20*
2. The budget and financial records system. 116.42(c)*
3. Needs assessment data: Information from standardized tests and surveys, including worksheets. 116a.21*
4. Data to support the priority ranking of needs. 116a.21(a)(b)*
5. Documentation for any supportive services being provided with Title I funds. 116.40(b), 116a.21(a) through (f)*
6. Documentation concerning performance objectives for each phase of the project. 116a.22(b)*
7. Pre-test information. 116.47*
8. The criteria used by the district for selecting participants. 116a.21(d)(e)*
9. Individual records of participating children. 116.47, 116a.21(f)*
10. The school's plan for evaluation. 116.43*
11. Previous year's project evaluation and how it affected program planning for the current year. 116.43*
12. Information on plans for inservice training for professional and paraprofessional personnel. 116.36*
13. Evidence of dissemination of information concerning the project within the district and to the community. 116.44*
14. Data on participation by private schools—letters, memorandums, record of telephone calls, etc. 116a.23*
15. The list of parent council members and records of meetings. (The evaluation team will interview representative parents of children participating in a program.) 116a.25*
16. Information on the role of parents in program planning and implementation. 116a.25*
17. The Comparability Report and supporting data—including worksheets. 116a.26*
18. The most recent audit, internal CPA. 116.42(c)*
19. Job descriptions for administrators, supervisors, teachers, and aides. Time sheets for part-time persons. 116.40*
20. Certification records for Title I staff. Letter of approval for teacher aides. (School Code, State of Illinois)
21. Equipment inventory. 116.42*
22. Revisions and amendments, if any.
23. Financial records to support the maintenance of fiscal effort from State and local funds. 116.19*

* Federal Register, September 28, 1976 - Pages 42905 - 42921



* 1980 ILLINOIS RESULTS, PLOTTED ONLY FOR READING SUBTESTS FOR WHICH THERE ARE MORE THAN 60 STUDENTS PER GRADE LEVEL

NEEDS ASSESSMENT AND TITLE I

Introduction

Title I Rules and Regulations require that each application from a local school district be based upon a needs assessment. The assessment must be completed annually. It must be conducted in all eligible attendance areas, and, finally, it must include all children residing in those areas.

The purpose of the assessment is to determine priority needs for the expenditure of Title I funds. In as much as Title I is an educational program for educationally disadvantaged youth, it should be concerned with student needs in the basic academic areas. With this emphasis, the assessment has become a comparative assessment among reading, mathematics, and language arts.

Although all school districts conduct a needs assessment upon which to base their program, some districts are more formal in their approach and document the procedures which they follow in deriving those needs. Some are more complete by including both objective and subjective data, and some involve several people in the process, while others limit input to a very few, do not document findings, and base decisions about program on an incomplete procedure.

This paper attempts to describe a model for Title I needs assessment which meets the requirements of the rules and regulations and which, if adopted, can enhance the process. The model consists of two (2) phases which are described. It begins with an analysis and summary of all achievement test scores, a presentation of the findings to interested parties (parents, teachers, and board members), and a survey of their perceptions of needs based upon those findings, and, finally, a ranking of those perceived needs.

Phase I: The Compilation and Analysis of Objective Data

The first phase of the process begins with a compilation of all available achievement test scores obtained from the district-wide testing program. The data is tabulated and summarized into a manageable form according to the categorical grouping of children required by the application. Those categories are:

1. Pre-School/Kindergarten
2. Early Elementary
3. Later Elementary
4. Secondary
5. Private School Children
6. Other Groups (Handicapped, Dropouts, etc.)

The data gleaned from this review is typically called "An Analysis of Achievement Test Scores" and will eventually be shared with persons who will participate in the decisions concerning Title I programming. For example, upon examination, an elementary school district may find the following information concerning the achievement of its students:

AN ANALYSIS OF ACHIEVEMENT TEST SCORES FOR DENTON ELEMENTARY SCHOOLS

Early Elementary (Grades 1-4)	Reading	Math	Language Arts
Children at or above grade level	50%	25%	75%
Children six months below grade level to grade level	50%	50%	25%
Children one year to six months below grade level		25%	
Children more than one year below grade level			

Later Elementary (Grades 5-8)	Reading	Math	Language Arts
Children at or above grade level	50%	25%	75%
Children six months below grade level to grade level	50%	25%	25%
Children one year to six months below grade level		25%	
Children more than one year below grade level		25%	

An analysis reveals that, at the early elementary level, 75% of children are below grade level in math; 50% are below grade level in reading; and 25% are below level in language arts.

Later elementary data reveals essentially the same condition. 75% are below grade level in math; 50% are below grade level in reading; and 25% are below grade level in language arts.

In this illustration, students at both early and later elementary levels are scoring lower in mathematics than reading or language arts. However, it does not necessarily follow that the greatest need is mathematics. One must realize that data obtained from test scores is not the sole determinant upon which to make programmatic decisions. The analysis enhances the decision-making process, but, in the end, individuals must make decisions based upon other information as well as achievement test scores.

Although in the previous example more children scored lower in mathematics than reading and may therefore suggest that math is a greater need, perhaps the reading scores are higher only because the Title I program is a reading project. Or perhaps mathematics is less important than reading or language arts.

To further complicate matters, the district does not have unlimited Title I funds. The question may then arise as to whom to serve. Is it more important to serve early elementary children or those at the later elementary level? These questions can only be answered by individuals based upon value judgments.

Phase II: Administering the Survey

Upon completing the analysis of achievement test scores, the information should be presented to such groups as the Parent Advisory Council, to the school board, and to the teachers. This may be done through a written report or by oral presentations. With this information, the groups involved in the decision-making process can make more informed judgments.

Following the completion and analysis of the test scores and the sharing of the information with the various groups, the next logical step is to survey their opinions based upon the analysis.

The survey need not be lengthy. If designed the right way, it need not be more than one page in length.[1] Nor should the survey necessarily be given to every person of the community. To ask any individual what is the greatest need of the students without knowledge about achievement levels of the pupils in the various subjects has limited value. It is, therefore, important that the survey be taken in conjunction with and only after the objective data is presented to the respondents. The needs assessment survey instrument appended to this paper is one page in length and contains two (2) items. It requires very little writing on the part of the respondent. Although it is designed for an elementary district, it may be adapted for either a high school or unit district.

---

[1]In as much as the district is required to seek advice from the same groups concerning program design and evaluation, the survey can be expanded to serve this purpose also. Such questions as, "Is the project worthwhile?" and "Should first grade students be served?" etc., can be asked.

In accordance with the law which requires that all groups (including pre-schoolers, dropouts, etc.) be assessed to determine their need, the first item of the survey instrument fulfills that requirement. It does not necessarily follow, however, that all their needs must be met. It must be recognized that Title I funds are limited and all needs cannot be met. This recognition leads to the second and final item on the survey which forces the respondent to make a choice concerning needs which should be given priority.

After having completed the survey, the results should be tabulated and summarized according to some kind of rating system. Assume, for example, that only five (5) persons had responded to the request to rank the priority needs for the early elementary group and they responded in this way:

	1st Person	2nd Person	3rd Person	4th Person	5th Person	TOTAL
Reading	2	1	1	3	1	8
Math	1	2	2	2	2	9
Language Arts	3	3	3	1	3	13

Reading received eight (8) points. Math received nine (9) points, and language arts received thirteen (13) points. With the lower score meaning a higher priority, the ranked needs for the early elementary level should be first reading, followed by math, and finally language arts. After the survey data is summarized for all groups and needs are rated and ranked, the whole process is complete. The dicision about where to spend the funds should be made and the process should be described. Appended to this paper is a sample summary of the needs assessment procedure conducted by the Denton Elementary School District.

SAMPLE FORMAT - Distributed by ISDE for LEA discretionary use only. Format may be modified and/or copied to meet Title I planning needs. Do not return to ISBE.

TITLE I NEEDS ASSESSMENT SURVEY

The purpose of this survey is to determine the highest priority needs of the children of our school so that a Title I program may be implemented. Please take a few minutes of your time to respond to the following items.

1. Please rate in order of priority the needs of students in each category: 1 = most important, 2 = second in importance, etc.

PRE-SCHOOL AND KINDERGARTEN

_____ Language Development
_____ Self Concept Development
_____ Social Skills
_____ Psycho-Motor Skills
_____ Pre-Reading
_____ Other (please specify)_____

EARLY ELEMENTARY (Grades_____)

_____ Reading
_____ Math
_____ Language Arts
_____ Other (please specify)_____

LATER ELEMENTARY (Grades_____)

_____ Reading
_____ Math
_____ Language Arts
_____ Other (please specify)_____

OTHER GROUPS (Handicapped, Dropouts, Private School Children)

_____ Reading
_____ Math
_____ Language Arts
_____ Other (please specify)_____

2. If a limited amount of funds were available, which needs listed below are more important to serve? Please rank the needs in order of priority. 1 = most important, 2 = second in importance, etc.

_____ Pre-School and Kindergarten Activities
_____ Early Elementary Reading
_____ Later Elementary Reading
_____ Early Elementary Math
_____ Later Elementary Math
_____ Early Elementary Language Arts
_____ Later Elementary Language Arts
_____ Handicapped Program
_____ Dropout Program
_____ Other (please specify) _____

ANNUAL TITLE I NEEDS ASSESSMENT
FOR THE DENTON ELEMENTARY SCHOOL DISTRICT

1980-81 School Year

The Denton Elementary School District has one attendance center serving students from kindergarten through the eighth (8) grade. The enrollment is approximately 320 pupils.

In compliance with Title I Rules and Regulations, an annual needs assessment was conducted during the month of May, 1980, for the 1980-81 school year. The purpose of the assessment was to determine priority needs for expenditure of Title I funds.

The process began with an analysis of achievement test scores obtained from the California Achievement Test, 1977-78, which is given to all second, fourth, sixth, and eighth grade students during the first week of May each school year.

The results of that analysis are as follows:

Early Elementary (Grades 1-4)	Reading	Math	Language Arts
Children at or above grade level	50%	25%	75%
Children six months below grade level to grade level	50%	50%	25%
Children one year to six months below grade level		25%	
Children more than one year below grade level			

Later Elementary (Grades 5-8)	Reading	Math	Language Arts
Children at or above grade level	50%	25%	75%
Children six months below grade level to grade level	50%	25%	25%
Children one year to six months below grade level		25%	
Children more than one year below grade level		25%	

An analysis reveals that, at the early elementary level, 75% of children are below grade level in math; 50% are below grade level in reading; and 25% are below level in language arts.

Later elementary data reveals essentially the same condition. 75% are below grade level in math; 50% are below grade level in reading; and 25% are below grade level in language arts.

The results of the analysis were shared with the parent advisory committee, with the school board, and with the teachers of the district through an oral presentation to each group. Immediately following the presentation, the groups discussed the implications of the findings and were asked to complete a survey of opinion which is attached.

A total of twenty (20) persons completed the survey. The instrument required the respondents to rank the needs of all students. Based upon a rating system in which a lower score meant a higher ranking, the results are as follows:

Pre-School-Kindergarten

		TOTAL POINTS
1.	Language Development	25
2.	Self-Concept Development	40
3.	Pre-Reading Skills	55

Early Elementary (1-4)	TOTAL POINTS
1. Reading	32
2. Math	42
3. Language Arts	46

Later Elementary (5-8)	TOTAL POINTS
1. Reading	30
2. Math	40
3. Language Arts	50

The second item of the survey required the respondents to further delimit the needs by forcing choices among the various possibilities for a Title I program. The same rating system was utilized as was employed for the first item of the survey. A lower score meant a higher rating. The results are as follows:

Ranking of Needs	TOTAL POINTS
1. Early elementary reading	28
2. Later elementary reading	36
3. Later elementary math	48
4. Early elementary math	49
5. Later elementary language arts	58
6. Early elementary language arts	74
7. Pre-School-Kindergarten Activities	120
8. Handicapped program	140

Based upon this analysis, the priority needs ranked in order of importance are:

1. Early elementary reading
2. Later elementary reading
3. Later elementary math

In as much as Title I funds are limited, the district has chosen to establish a reading program in grades one (1) through eight (8).

PART II – Program Plan for FY 1981 P.L. 95-561, Section 124(b)

SECTION I – NEEDS ASSESSMENT *(Federal Register, Section 116a.21 and P.L. 95-561, Section 124(b)*

A. DETERMINATION OF THE NEEDS OF ALL CHILDREN RESIDING IN ELIGIBLE ATTENDANCE AREAS

Describe in order of priority the basic needs of each of the listed groups of children living in eligible Title I areas for which you provide education or may provide Title I services, according to the grade grouping used in your school system. Indicate the sources of information, including specifically identified objective educational measurements and consultations with teachers, parents, and persons knowledgeable of the needs of the children who reside in the eligible attendance area(s).

Also include, as a source, data from past evaluations of Title I projects. Documentation of this assessment must be maintained in district files. For Neglected and Delinquent programs - see special form from State Education Agency.

1. Preschool – Although no achievement test scores were available for all children of this group, a survey of parents, teachers, and board members indicates that language development, the development of self-concept, and pre-reading skills are priority needs at this level.
2. Early Elementary (grades 1-4). Based upon an analysis of achievement test scores, and a subsequent survey of parents, teachers, and board members, the priority needs are: (1) reading, (2) math, and (3) language arts.
3. Later Elementary (grades 5-8). Based upon an analysis of achievement test scores, and a subsequent survey of parents, teachers, and board members, the priority needs are: (1) reading, (2) math, and (3) language arts.
4. Secondary (grades _____). N.A.
5. Private School Children – The needs of private school children as determined by the private school officials are the same as the public school, and these students will participate if they meet the eligibility criteria.
6. Other groups who may be served (dropouts, handicapped, non-English speaking) – There are no dropouts or non-English speaking pupils in the district. As a result of the survey of needs of moderately handicapped students, the needs were found to be the same as other groups. The more severely handicapped are either institutionalized or other more appropriate programming is provided.

B. If for any reason this project is not being designed to meet the highest ranking needs as listed (Section I, Part A) justification and rationale must be given.

The highest ranking need of the students of Denton Elementary School District is reading. This project is being designed to meet that need.

C. Describe any specific activities or services that may be available through other public and private agencies. Explain the arrangements for coordination with the Title I program. *(Federal Register, Section 116.41).*